A Text-Book of

HIGHER ENGLISH GRAMMAR

COMPOSITION & TRANSLATION

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48TH EDITION

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GRAMMAR

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PART II

COMPOSITION

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1. Where there is a will there is a way. 649 ; **2.** A man is known by the company he keeps. 649 ; **3.** Industry (*or*, Dilligence) is the mother of good luck. 650 ; **4.** Procrastination is the thief of time. *or*, **5.** Defer not till tomorrow what you can do today. 650 ; **6.** United we stand, divided we fall. *or*, **7.** Union is strength. 650 ; **8.** God helps those who

PART – I

A TEXT-BOOK OF
Higher English Grammar

CHAPTER I

SENTENCES

(1) A Sentence is a group of words giving a complete sense[1].
(যে শব্দ-সমষ্টি একটি পূর্ণ অর্থ প্রকাশ করে তাহাকে **sentence** বা বাক্য বলা হয়).

In the following examples, the groups of words on the left are not sentences, because they do not make a complete sense ; but those on the right do so, and hence, they are sentences :–

Did it	I did it.	Is	Is he ill ?
Can do	I can do it.	A good boy	A good boy said this.

(2) Sentences may be divided into **five classes,** each of which may be further subdivided into *two,*—**Affirmative** (i.e., *affirming* something, হ্যাঁ-বাচক) and **Negative** (i.e., *denying* something, না-বাচক) :–

(*a*) **Assertive** (সাধারণ বর্ণনাত্মক) sentences make a simple *statement* : I know him. I do not know him.

(*b*) **Interrogative** (প্রশ্নবোধক) sentences ask *questions* : Why is he there ? Why is he not there ?

(*c*) **Imperative** (আদেশ, বা অনুরোধমূলক বা উপদেশমূলক) sentences express *command* or *request* : Come here. Do not come here.

(*d*) **Optative** (ইচ্ছাবোধক) sentences express a *wish* : May he live long.

(*e*) **Exclamatory** (আবেগসূচক) sentences express a sudden *feeling* or *emotion* : How nice ! Alas ! he is no more !

Note

Some make a different division. They classify sentences as :

(*i*) **Statements,** which simply *affirm* or *deny* something, as in (*a*) above.
(*ii*) **Questions,** which ask *questions,* as in (*b*) above.
(*iii*) **Desires,** which contain some *desire, order* or *request,* as in (*c*) and (*d*) above.
(*iv*) **Exclamations,** which express a sudden *feeling* or *emotion,* as in (*e*) above.

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[1] In writing, the beginning and end of a sentence are indicated respectively by a capital letter and by a full stop, or a note of exclamation or interrogation. A sentence may consist of one or more words. The one-word sentences are, as a rule, intelligible only in connection with a particular situation. (Art. 268)

In exclamations—Good ! What !
In imperatives—Wait. Stop.
Others—Certainly. Impossible. Yes. No. What ?

EXERCISE 1

Say what kind of sentence each of the following is :

1. I know you.
2. Will he go ?
3. Come at once.
4. How foolish !
5. God save him.
6. He did not see me.
7. When did you come here ?
8. Give me a pen.
9. Oh, could I be there !
10. I asked him this question.
11. Why is he not present here ?
12. What a pity !
13. May you succeed.
14. Is he ill ?
15. He does not like this.
16. Please do not say so.
17. May he not suffer.
18. The sun shines in the sky.
19. Try, try again.
20. May God help you.

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CHAPTER II

THE SUBJECT AND THE PREDICATE

(3) *Look at the following sentences :*

Ram sings.
The dog barks.
His work is done.
His name is known.
A clever boy will act thus.
My brother has gone.

Each of the above **sentences** may be divided into **two parts,** thus :

Subject	*Predicate*	*Subject*	*Predicate*
Ram	sings.	His name	is known.
The dog	barks.	A clever boy	will act thus.
His work	is done.	My brother	has gone.

The first parts denote the *persons* or *things* about whom or which something is said. They are called *Subject.*

The **Subject** is a word, or a group of words, that denotes the person or thing about whom or which something is said (যাহার সম্বন্ধে বা যাহাকে উদ্দেশ্য করিয়া কিছু বলা হয় তাহাকে). It must be a *noun* or a *noun-equivalent,* and may consist of any number of words.

The second parts denote what are said about the *subjects.* They are called *Predicate.*

The **Predicate** is a word, or a group of words, that denotes what is said about the *subject* (Subject সম্বন্ধে যাহা বলা হয় তাহাকে). It must contain at least a *finite verb,* expressed or understood.

(4) The Subject is often understood in some sentences, *especially* in *Imperative ones.* Thus, *Go there* = *Go you* there. *Sit down* = *Sit you* down. In analysing such sentences, the subject has to be supplied.

EXERCISE 2

Divide the following sentences into Subjects and Predicates :

1. I know you.
2. Pandey has done this.
3. Nobody loves a bad boy.
4. The wicked boy told me this.
5. Three boys came to my house.
6. Our school is a big one.
7. I love my mother country.
8. Give me a book.
9. Come at once.
10. Is he there ?
11. That young boy is my brother.
12. The faithful dog followed its master.
13. The poor man came to me for help.
14. Honesty is the best policy.
15. The little girl began to dance in joy.
16. Barking dogs seldom bite.
17. A little learning is a dangerous thing.
18. A guilty mind is always suspicious.
19. Cheap goods are dear in the long run.
20. Everybody's business is nobody's business.

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CHAPTER III

PHRASES AND CLAUSES

(5) *Let us look at the following sentences :*

Come *at once*.	I know that *he is ill*.
He came *to see me*.	The boy *who did it* is my brother.
She was *at the point of* death.	I went *after he had gone*.

The groups of words written in italics in the examples on the left above do not make complete sense, and *do not contain any finite verb,* expressed or understood, but are used as *single parts of speech*. Such groups of words are called *Phrases*.

A **Phrase** is a group of words that does not make a complete sense, and *does not contain a finite verb,* expressed or understood, but is used as a *single part of speech* (যে শব্দসমষ্টি মিলিতভাবে এক একটি অর্থ প্রকাশ করিতেছে বটে, কিন্তু বাক্যের সম্পূর্ণ অর্থ প্রকাশ করে না এবং ইহাদের কোন Finite verb নাই).

The groups of words written in italics in the examples on the right above contain subjects (*he, who, he* respectively) and predicates (*is ill, did it, had gone* respectively) of their own, but form parts of longer sentences. Such groups of words are called *Clauses*.

A **Clause** is a group of words having a subject and a predicate of its own, but forming part of a bigger sentence (যে শব্দসমষ্টি এক একটি sentence আলাদাভাবে গঠন করিয়াছে, কারণ ইহাতে Subject বা Predicate আছে, কিন্তু উহা বৃহত্তর একটি sentence-এর অংশ মাত্র).

EXERCISE 3

Point out the Clauses and Phrases :

1. I met him on the way.
2. He did it in a careless manner.
3. I knew the name of the boy.
4. Tell me when he will arrive.
5. Tell me the time of his arrival.
6. The boy who came to see me is my friend.

7. I knew what the name of the boy was.
8. This is the boy who helped me.
9. Come as soon as you can.
10. The clock that was lost has been found.
11. There is a tree in front of my house.
12. There is a tree that stands in front of my house.
13. Come at once.
14. She is a girl of tender age.
15. He was absent on account of illness.
16. He was absent because he was ill.
17. He walked with firm steps.
18. The sun shines in the sky.
19. He has lost the pen which I gave him.
20. If you do this you will succeed.

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CHAPTER IV

PARTS OF SPEECH

(6) Words are generally divided into **eight** classes or **Parts of Speech** according to the work they do in a sentence :

(1) A **Noun** is a word which names any person or thing :— *man, book, gold, India, country, sweetness, honesty, air.*

(2) An **Adjective** is a word which adds something to the meaning of a noun :— He is a *good* boy. This is a *dark* room. Give me a *little* milk. *Many* men were present.

Note According to *A.B.C.* of *English Usage* (Oxford) adjectives also qualify pronouns, and "*He seems angry*" is given there as an example. We have also uses like "Ah, *miserable* me !" (though colloquial).

(3) A **Pronoun** is a word used for a noun or a clause :—Ram is not here ; *he* is ill. He failed, *which* broke his heart.

(4) A **Verb** is a word which states something about a person or a thing :— He *walks*. I *go*. The sun *shines*. The rose *smells* sweet.

(5) An **Adverb** is a word which generally adds something to the meaning of a *verb,* an *adjective,* or another *adverb* :— He walks *fast*. He is *very* clever. He did it *quite* easily. (See Art. 263)

(6) A **Preposition** is a word placed before a noun or a noun-equivalent to show its relation to some other word in the sentence :— The book is *on* the table. He came *to* me. She is *in* the garden.

(7) A **Conjunction** is a word which joins words or phrases or clauses :— He said this to Ram *and* Shyam. He sat behind you, *but* in front of me. *As* he was ill, he did not go to school.

(8) An **Interjection** is a word which expresses some sudden feeling or emotion :— *Alas ! Hark ! Bravo !*

Note Formerly, *Articles* (*A, An* and *The*) were classed as a separate part of speech ; but now they are classed as *adjectives.*

EXERCISE 4

State the parts of speech of the words in the following sentences :

1. I know Ram who gave you the book.
2. The school in which I read has a very good Headmaster.
3. India is a very large country.
4. My friend went there and returned soon after.
5. Bravo ! this is very nicely done.
6. The girl whom you saw in my room is Patnaik's sister.
7. My mother and your sister were quite happy to see the sight.
8. Gold is a very valuable metal.
9. The tree fell, but nobody was hurt.
10. Put the book on the table.
11. He came just in time.
12. Your friend will be very sorry if you do it.
13. He came into the room after I had left it.
14. He speaks fluently and well.
15. The kind man gave me a piece of cloth and some money.
16. Your brother or his friend has done the work.
17. Give me a glass of water to drink.
18. The old woman begged me for help.
19. As you are ill, you should take rest for some time.
20. He told me about the matter.
21. Kamala, my sister, is an intelligent girl.
22. I hope you will do the work in two days.

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CHAPTER V

NOUNS—Classification

(7) Nouns are of **five** different kinds :—

I. Concrete
- (*a*) Proper
- (*b*) Common or Class
- (*c*) Collective
- (*d*) Material

II. Abstract
- (*e*) Abstract

(8) A **Concrete Noun** is the name of an object of *sense,* that is, an object which can be seen, touched, heard, smelt or tested : *boy, dog, song, flower, milk.*

(9) An **Abstract Noun** is the name of a *quality, action* or *state* belonging to an object : *softness, smile, wealth, silence.*

Note

(*a*) Generally all nouns ending in *–ness, –tion, –hood, –ship, –dom, –ment, –ism, –th, –ic, –cy,* are Abstract : good*ness,* kind*ness,* educa*tion,* child*hood,* friend*ship,* king*dom,* attach*ment,* Gandh*ism,* streng*th,* justi*ce,* infan*cy,* etc.

(*b*) Names of *sciences, arts* and *diseases* are now treated as Abstract Nouns : *music, politics, grammar, malaria,* etc. "But when different *kinds* or *attacks* of a disease are meant, they become Common Nouns. Thus, 'I had one of my *headaches ;* Fevers are generally preceded by *chills* or rigour." —*Wren.*

(10) A **Proper Noun** is the name of *one particular* person, place, thing or event (or group of persons or places) as distinct from every other (একটি নির্দিষ্ট প্রাণী, জায়গা, বস্তু বা ঘটনার নিজস্ব নাম বুঝায়) : *Ramesh,* the *Ganges, Calcutta,* the *Himalayas,* the *French Revolution,* the *Ramayana,* the *Hindus.*

(11) (*a*) A **Common** or **Class Noun** denotes no one person or thing in particular but is *common* to *any* and *every* person or thing of the *same* kind (একজাতীয় প্রাণী বা বস্তুর **সকলকেই** বুঝায়).

Thus, *man* (not any particular man, but any and every man), *book* (not any particular book like the Bible, the Vedas, the Koran, etc., but any and every book), *river* (not any particular river like the Ganges, the Indus, but any and every river), *country* (not any particular country, but any and every country) are Common Nouns.

(*b*) There are a few Nouns, generally classed as Common, which are sometimes called **Singular Noun,** because there is only one of each of them known to us : *earth, sun, moon,* etc.

(*c*) When *God* and *Lord* refer to the *Almighty,* they are Proper ; but when they refer to the different gods of mythology and temporal lords, they are Common.

(12) A **Collective Noun** is the name of a *group* or *collection* of persons or things taken *as a whole.* (একজাতীয় প্রাণী বা বস্তুকে **একত্র করিয়া** বুঝায়).

Thus, in "*a flock* of sheep", "sheep" is a Common noun, because it stands for any and every sheep ; but *flock* is a Collective Noun, because it stands for *all* the sheep referred to, *taken together,* and not any one sheep taken separately. Similarly, in "an *army* of soldiers", "a *crowd* of people", *army* and *crowd* are Collective Nouns, as they stand respectively for *all* the soldiers and people referred to, *taken together.*

The **Noun of Multitude is practically** the same as the **Collective Noun.** But a distinction is often made between them :—

(*a*) A Collective Noun denotes *one individual whole* (**একই** প্রকারের অনেকগুলির **সমষ্টি** বুঝায়) ; hence, the verb is singular. The *army was* defeated. The *committee has* approved the decision.

(*b*) A Noun of Multitude denotes the *individuals* of the group (সমষ্টিগতভাবে সকলকে না বুঝাইয়া **স্বতন্ত্রভাবে** বুঝায়) ; hence the verb is plural, although the noun is singular in form. The Jury (the men on the Jury) *were* divided in *their* opinions.

Note

(1) According to Fowler, the Collective Noun is the same as the Noun of Multitude. "They (Nouns of Multitude) are treated as singular or plural at discretion, and sometimes, naturally without discretion." —*MEU* (under *Number*).

(2) Some again call the Noun of Multitude the **Individual Noun.**

(13) A **Material Noun** denotes the *matter* or *substance,* of which things are made (যে material বা পদার্থ দ্বারা কোন জিনিষ গঠিত হয় তাহাকে). It is also called the **Mass Noun.**

Thus, *river* is a Common Noun, but *water,* of which it is made, is a Material Noun ; *sheep* is a Common Noun, but *mutton,* the flesh of a sheep, is a Material Noun.

(14) Nouns can also be classified generally as **Countable** and **Uncountable :**

(*a*) **Countable** nouns stand for something that can be counted (যাহা এক, দুই করিয়া গণনা করা যায়) : *boy, apple, men, trees, house,* etc. Only countable nouns have a plural form and can be used with the indefinite article (*a, an*) in the singular or *many, few, a few, several,* etc., in the plural.

a school, *a* boy, *an* umbrella, *many* cows, *few* books, *several* boys.

(*b*) **Uncountable** nouns stand for something that cannot be counted though they can be measured (যাহা এক, দুই করিয়া গণনা করা যায় না কিন্তু যাহার পরিমাপ করা যায়) : *water, air, grass, glass, wood, sand,* etc. Such nouns have no plural form

and are not used with the indefinite article. They are preceded by *much, little* to denote amount or quantity :

much money, *little* water.

Some of these can, however, be both *countable* and *uncountable* according to the context in which they are used, with a change in the meaning :

paper	=	the substance on which we write. (*Uncountable*)
a paper	=	a newspaper, a piece of paper. (*Countable*)
glass	=	the material. (*Uncountable*)
a glass	=	a tumbler. (*Countable*)
wood	=	The table is made of wood. (*Uncountable*)
wood	=	The bungalow is in the middle of a wood. (*Countable*)
copper	=	metal. (*Uncountable*)
copper	=	coin. (*Countable*)

(15) A Proper Noun becomes Common :—

(*a*) When it is used in the descriptive sense to denote an object of a similar character to itself.(নির্দ্দিষ্ট বিশেষ মানুষ বা স্থানকে না বুঝাইয়া **অনুরূপ অন্য মানুষ বা স্থানকে** বুঝায়) : Valmiki is the *Homer* (= a great poet like Homer) of India.

(*b*) When it applies to several persons of the same name (একই নামের অনেককে বুঝায়) : I know the *Patels* of Bombay. There are two *Surens* here.[1]

(16) Material and Abstract Nouns become Common :—

(*a*) When they are *particularised* (কোন **বিশেষ** দ্রব্য বা গুণ বুঝায়) :

The *water* of this tank is clear. The *gold* of Golconda is pure. They praised the *honesty* of the boy. He committed a *theft*.

(*b*) When they denote things instead of the material, and objects possessing the quality instead of the quality itself (উপাদান না বুঝাইয়া উপাদানে তৈরী **জিনিস,** এবং গুণ না বুঝাইয়া **গুণবিশিষ্ট ব্যক্তি** বা **বস্তু** বুঝায়) :

He was put in *irons* (*chain* made of iron). He is a *Justice* (= Judge) of the High Court. She is a *beauty* (a beautiful lady). This use of the Abstract Noun is known as **Abstract for Concrete.**

(17) A **Collective Noun becomes Common** when it denotes more groups than one : The *armies* of the allies came in time.

Note

When a Proper, Material, Collective, or Abstract Noun becomes Common, it must (*i*) either take an article ("a", "an", or "the") before it, or (*ii*) be in the plural number.

(18) An **Abstract Noun becomes Proper** when it is *personified*, that is, when it is spoken of as an individual person (যখন গুণটিতে **ব্যক্তি-বৈশিষ্ট্য** আরোপ করা হয়). It must then be written with a capital letter, as Proper Nouns are : He is a child of *Fortune*.

(19) A **Common Noun becomes Proper** when it denotes a particular person or thing, as distinguished from the class (যখন সাধারণভাবে সকলকে না বুঝাইয়া কোন **বিশেষ** লোক বা জিনিষকে বুঝায়) : Let our *Father* (= God) bless us all. He was confined in the *Tower* (*i.e.*, the Tower of London).

[1] Some regard *Patels* and *Surens* in these examples as Proper Nouns. There may be some justification for such a contention, but it is much simpler to regard them as Common.

(20) A **Common Noun** is sometimes used to express an **abstract idea**: Check the *beast* (= beastly passions) in you. The *father* (= fatherly affection) in him could not bear the sight. This is known as **Concrete for Abstract.**

EXERCISE 5

Classify the Nouns in the following sentences :

1. Justice is a noble quality.
2. He is a Justice of the Peace.
3. The cleverness of the boy is admirable.
4. Fish live in water.
5. Fish is good for food.
6. She is a beauty.
7. The iron of this pillar is good.
8. He is the Milton of India.
9. I am fond of mutton.
10. The Jury consists of four men.
11. The Jury were divided in their opinion.
12. The crowd were dispersed.
13. The patriot in him could not bear the insult.
14. Who invented paper ?
15. This paper is not good.
16. I teach them grammar.
17. This pen does not write well, but the ink is good.
18. Rice is the principal food of the Bengalees.
19. The Duttas of this village are rich.
20. Iron is the most useful metal.

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CHAPTER VI

NOUNS—Number

(21) In English there are two numbers :— **Singular** and **Plural.** When *one* thing is spoken of, the noun is *singular* ; but when *more than one* thing is spoken of, the noun is *plural.*

(22) **Rules for forming the plural :**

(*a*) Most nouns form their plural by adding *s* to the singular :—

Singular	*Plural*	*Singular*	*Plural*
Girl	Girls	Eye	Eyes
House	Houses	Book	Books
Ant	Ants	Table	Tables
Car	Cars	Chair	Chairs
Cat	Cats	Pen	Pens
Cow	Cows	King	Kings
Dog	Dogs	Tree	Trees
Bird	Birds	Pencil	Pencils
Doll	Dolls	Leg	Legs
River	Rivers	Room	Rooms
Brother	Brothers	Lion	Lions
		Sister	Sisters

(*b*) Nouns ending in *s, ss, sh, x, ch* (soft) and *z* take *es* in the plural :—

Singular	*Plural*	*Singular*	*Plural*
Gas	Gases	Bench	Benches
Glass	Glasses	Box	Boxes
Bush	Bushes	Fox	Foxes
Bus	Buses	Fish	Fishes

Singular	*Plural*	*Singular*	*Plural*
Ass	Asses	Dish	Dish*es*
Class	Class*es*	Watch	Watch*es*
Inch	Inch*es*	Branch	Branch*es*
Loss	Loss*es*	Topaz	Topa*zes*

But when *ch* is pronounced as *k*, only *s* is added :—

Singular	*Plural*
Monarch	Monarch*s*
Stomach	Stomach*s*

(*c*) Nouns ending in *y preceded by a consonant* or *qu* change *y* into *i* and add *es* in the plural :—

Singular	*Plural*	*Singular*	*Plural*
Body	Bod*ies*	Sky	Sk*ies*
Army	Arm*ies*	Soliloquy	Soliloqu*ies* (স্বগতোক্তি)
City	Cit*ies*	Baby	Bab*ies*
Country	Countr*ies*	Copy	Cop*ies*
Lady	Lad*ies*	Fly	Fl*ies*

But if *y* is *preceded* by a *vowel*, add only *s* :—

Singular	*Plural*	*Singular*	*Plural*
Boy	Boy*s*	Key	Key*s*
Day	Day*s*	Monkey	Monkey*s*
Play	Play*s*	Toy	Toy*s*

(*d*) Nouns ending in *f* or *fe* change *f* or *fe* into *v* before adding *es* :—

Singular	*Plural*	*Singular*	*Plural*
Calf	Calv*es*	Thief	Thiev*es*
Half	Halv*es*	Wife	Wiv*es*
Life	Liv*es*	Knife	Kniv*es*
Leaf	Leav*es*	Wolf	Wolv*es*
Shelf	Shelv*es*	Loaf	Loav*es*

But nouns ending in *ief, ff, oof, rf, eef,* generally take only *s* :—

Singular	*Plural*	*Singular*	*Plural*
Chief	Chief*s*	Reef	Reef*s* (জলমগ্ন ছোট পাহাড়)
Cliff	Cliff*s* (খাড়া পাহাড়)	Roof	Roof*s*
Handkerchief	Handkerchief*s*	Dwarf	Dwarf*s* (বামন)
Proof	Proof*s*	Puff	Puff*s*

Note

(*i*) But *safe* (সিন্দুক) — *safes*; *strife* (বিবাদ) — *strifes*; *thief* — *thieves*.

(*ii*) Some take both the forms :— *staff*—*staffs* (সৈন্য বিভাগ), *staves* (sticks); *wharf* (জেটি) —*wharfs, wharves*; *scarf* (চাদর)—*scarfs, scarves*.

(*e*) Nouns ending in *o preceded by a consonant* generally take *es* in the plural :—

Singular	*Plural*	*Singular*	*Plural*
Hero	Hero*es*	Mango	Mango*es*
Buffalo	Buffalo*es*	Potato	Potato*es*
Mosquito	Mosquito*es*	Volcano	Volcano*es*

Exceptions (ব্যতিক্রম) — Canto-*s* (কাব্যের সর্গ), halo-*s* (জ্যোতির্মণ্ডল), piano-*s*, manifesto-*s*, photo-*s*, memento-*s* (স্মৃতিচিহ্ন), dynamo-*s*, portico-*s*.

(*f*) Nouns ending in *o preceded by a vowel* generally take only *s* in the plural :—

Singular	*Plural*	*Singular*	*Plural*
Bamboo	Bamboo*s*	Radio	Radio*s*
Cuckoo	Cuckoo*s*	Studio	Studio*s*
Folio	Folio*s*		

(*g*) Some nouns form their plural by *change of vowels* :—

Singular	*Plural*	*Singular*	*Plural*
Man	Men	Louse (উকুন)	Lice
Woman	Women	Mouse	Mice
Foot	Feet	Goose (রাজহাঁস)	Geese
Tooth	Teeth		

(*h*) Some nouns *add en* :—

Singular	*Plural*	*Singular*	*Plural*
Ox	Oxen	Brother	Brethren (also brothers)
Child	Children		

(23) Nouns with two plural forms of different meanings :

Singular	*Plural*
Brother	{ Brothers—sons of the same parents (সহোদরগণ). Brethren—members of the same society (এক সমাজ বা প্রতিষ্ঠানের লোকসকল).
Cloth	{ Cloths—kinds or pieces of cloth not made up into garments (বস্ত্রখণ্ড সমূহ). Clothes—garments (পোষাক).
Die	{ Dies—stamps for coining (মুদ্রার ছাঁচ). Dice—cubes used for games (খেলার ঘুঁটিসকল).
Fish	{ Fish—collectively (একত্র কতকগুলি মাছের সংখ্যা). Fishes—separate fishes (ভিন্ন ভিন্ন জাতের মাছ). (See Art. 40f)
Genius (প্রতিভাশালী ব্যক্তি)	{ Geniuses—men of talent (প্রতিভাশালী ব্যক্তিগণ). Genii—spirits (ভূতপ্রেতগুলি).
Index	{ Indexes—tables of contents (সূচীপত্রগুলি). Indices—signs in Algebra (বীজগণিতের চিহ্নবিশেষ).
Penny	{ Pennies—number of coins (পেনি নামক মুদ্রার সংখ্যা). Pence—amount in value (পেন্সে প্রদত্ত মোট মূল্য).
Sail	{ Sail—number of ships (জাহাজের সংখ্যা). Sails—sails of a ship (বাদামগুলি বা পালসমূহ).
Shot	{ Shot—bullets (গুলিসকল). Shots—number of times fired (যতবার গুলি ছোড়া হয়).

He has two *brothers*. He was cheered by his *brethren* in the class.
He will give these *cloths* to the poor. Put on your *clothes*.
The *dies* for the pictures in the book are ready. Let us have a game of *dice* (এক বাজী পাশা খেলা).
There are many *fish* in the tank. He bought both the *fishes*.
We should honour our *geniuses*. God Shiva came with his *genii*.
Consult the *indexes* at the end of the book. This is a sum of *indices*.
Give me *pennies* for this shilling. The book costs 18 *pence*.

The fleet consisted of 20 *sail*. The boat hoisted all the *sails*.
The enemies were stopped by our *shot*. We fired three *shots*.

(24) Nouns with two meanings in the singular but one in the plural :

Singular		*Plural*
Abuse	1. wrong use, অপব্যবহার 2. reproach, তিরস্কার	Abuses = wrong uses
Foot	1. part of the body 2. infantry, পদাতিক সৈন্য	Feet = parts of the body
Force	1. body of armed men, সৈন্য বা পুলিশ দল 2. strength, শক্তি	Forces = troops (সৈন্য বাহিনী)
Horse	1. an animal 2. cavalry, অশ্বারোহী সৈন্য	Horses = animals
Issue	1. result, ফল 2. child or children	Issues = results
Light	1. lamp, বাতি 2. light of a lamp	Lights = lamps
People	1. a nation 2. persons (always plural)	Peoples = nations
Practice	1. habit, অভ্যাস 2. exercise in an art, ব্যবসায়	Practices = habits

I have never heard any *abuse* (গালাগালি) from him. There has been an *abuse* of power. There have been *abuses* of power.

He came on *foot*. The *foot* charged the enemy. Man has two *feet*.

A strong police *force* was sent there. He took me there by *force*. The German *forces* spread over the north of France.

The *horse* (or, *Horses*) can run fast. Our *horse* charged the enemy.

What was the *issue* of the fight? He died without any *issue*. What were the *issues* of the war?

He is enjoying the sun-*light*. Put out the *light* (or, one of the *lights*).

The Americans are a rich *people* (nation). *People* are happy here. Different *peoples* (nations) have different customs.

Give up this bad *practice* (or, these bad *practices*). This lawyer has a good *practice*.

(25) Nouns with one meaning in the singular but two in the plural :

Singular	*Plural*	*Meanings*
Arm—part of the body	Arms	1. parts of the body 2. weapons, অস্ত্র
Circumstance—fact, ঘটনা	Circumstances	1. facts 2. condition, অবস্থা
Colour—hue, বর্ণ	Colours	1. hues 2. a flag, পতাকা
Custom—habit	Customs	1. habits 2. revenue duties, শুল্ক
Effect—result	Effects	1. results 2. goods
Manner—method	Manners	1. methods 2. behaviour, ব্যবহার

Singular	*Plural*	*Meanings*
Minute—1/60 of an hour	Minutes	1. 1/60 parts of an hour 2. proceedings of a meeting (see Footnote p. 13)
Moral—a moral lesson	Morals	1. moral lessons 2. moral conduct
Number—quantity	Numbers	1. quantities 2. verses, কবিতা
Pain—suffering, যন্ত্রণা	Pains	1. sufferings 2. trouble, কষ্ট, ক্লেশ
Part—portion	Parts	1. portions 2. ability, গুণ
Premise—proposition, প্রস্তাবনা	Premises	1. propositions 2. buildings and their land, জমি-সহ বাড়ী
Quarter—fourth part	Quarters	1. fourth parts 2. lodgings[1], বাসগৃহ
Spectacle—a sight	Spectacles	1. sights 2. eye glasses, চশমা

Raise your right *arm*. Man has two *arms*. The prisoners gave up *arms*.

Under what *circumstance* (or, *circumstances*) did you do it? His *circumstances* are poor.

This is of white *colour*. The sunlight has seven *colours*. They entered the city with their *colours* (পতাকা) flying.

The Hindus have the *custom* of burning the dead. Respect the *customs* of these tribes. What is our income from *customs* duty?

This will have a good *effect*. This will have good *effects*. He has sold off his personal *effects*.

He did it in a clever *manner*. The two men did the same thing in two different *manners*. His *manners* are rude.

He came in a *minute* (or, in two *minutes*). The *minutes* of the last meeting were confirmed.

What is the *moral* of the story? The story teaches us two *morals*. The *morals* of these boys are bad.

What is the *number* of the house? I have noted down the *numbers* of the taxis. He sang the praise of God in *numbers*.

I have a *pain* in the stomach. This pill will remove all your *pains*. He took great *pains* (ক্লেশ) to help me.

He has done his *part* of the work. They have done their *parts* of the work. He is a man of *parts*.

His *premise* is (or, *premises* are) wrong. A meeting was held in the school *premises*.

It is a *quarter* to three (পৌনে তিনটা). He has finished three *quarters* of the work. He will get free *quarters*[1].

It was a horrible *spectacle*. He was charmed by the *spectacles* there. He has lost his pair of *spectacles*.

(26) Nouns having different meanings in different numbers :

Singular	*Plural*
Advice—counsel, উপদেশ	Advices—information, সংবাদ
Air—atmosphere, বায়ু	Airs—proud manners, চাল

[1]The word 'quarters' when used to refer to *accommodation* or *lodging* is always *plural*. Hence it should always take a *plural verb* and *pronoun*. As :

The Principal will get free *quarters*. *They are* situated on the bank of the river Ganges. The servants' quarters *are* very near to *them*.

Corn—grain, শস্য	Corns—hard growth on the feet, পায়ের কড়া
Good—benefit, উপকার	Goods—things, জিনিস
Iron—the metal, লৌহ	Irons—chains made of iron, লোহার বেড়ী
Physic—medicine, ওষুধ	Physics—natural science, পদার্থ বিদ্যা
Return—coming back	Returns[1]—statistics, হিসাবপত্র
Sand—the material, বালি	Sands—sandy places, বালুকাময় স্থান বা বালুকাবেলা বা মরুভূমি

Follow my *advice*. *Advices* of despatch of goods have been received.
The morning *air* is fresh. He has the *airs* of a rich man.
He grows *corn* in the field. He has *corns* on his right foot.
This will do you some *good*. He has lost all his *goods*.
Iron is a useful metal. He was put in *irons*.
Physic alone will do him no good. He is strong in *physics*.
I await his *return*. He has submitted his income-tax *returns*.[1]
Mix more *sand* with lime. He crossed the *sands* (= desert) of Arabia.

Note

Hangings = things hung, curtains; *belongings* = things that belong; *leavings* = things left; *sweepings* = things swept. Similarly, *savings, earnings, surroundings*, etc. are always used in the plural in these senses. **'Vegetables' also is always used in the plural.**

(27) Nouns singular in form but plural in sense:

aristocracy, অভিজাত শ্রেণী	*cattle*[3]
nobility[2], জমিদার শ্রেণী	*poultry*[2], হাঁস, মুরগী
gentry[2], ভদ্র সম্প্রদায়	*people*, লোকসকল
clergy[2], যাজক সম্প্রদায়	*vermin*[2], ক্ষতিকারক পোকামাকড়
	folk[4], জনসাধারণ

The *aristocracy* (or *gentry*, or *nobility*, or *clergy*) *are* on the king's side. *Cattle are* grazing in the field. Who *are* those *people*? Try to kill those *vermin*. The old *folk have* gone.

Note

(*a*) When 'people' means nation, its plural is 'peoples'.

(*b*) The modern tendency is to treat *aristocracy, nobility, gentry, clergy, cattle* like other collectives—singular or plural according to sense. See Art. 12.

(28) Nouns plural in form but singular in use:

gallows, ফাঁসীকাষ্ঠ	*politics*
mathematics	*smallpox*, বসন্ত রোগ
news	*whereabouts*[5]
physics	

A *gallows was* raised there. The *news is* true. *Smallpox has* broken out there. *Mathematics* (or *physics*, or *politics* or *ethics*=*"ics"* -অন্ত সমস্ত বিজ্ঞান বা কলার নাম) *is* my favourite subject. His *whereabouts is* not known.

Note

Some assert that *politics* is singular when used as the name of a science, but plural when used with a demonstrative or qualifying word to denote some particular examples: *Politics* is my favourite subject. But, His *politics* (political principles) *are* always changing.

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[1]"*Returns* (statistics), *minutes* (proceedings of a meeting) are sometimes quoted, but singular usages have been developed. ('I have sent in my income-tax *return*'. 'The first *minute* was badly drafted.')" —*Smith*.

[2]Egerton Smith's *Oxford Grammar*.

[3]The *cattle* is sold; The *cattle are* in the hay. — *MEU*.

[4]*POD*.

[5]*Current English Usage* by F.T. Wood (p. 255); also *Good English* by G.H. *Vallins* (p. 19).

(29) Nouns that have no plural forms :

alphabet, বর্ণমালা
expenditure, ব্যয়
furniture, আসবাবপত্র
information
luggage
offspring (child or children)
poetry
scenery

He has learnt the *alphabet*. He has sold all his *furniture* or *luggage*. All his *expenditure* is shown here. These are my *offspring*. I got all the *information* I wanted. These flowers by the riverside are a beautiful *scenery*. He writes good *poetry*.

(30) Nouns which have no singular forms :

aborigines, আদিম অধিবাসী
alms, ভিক্ষা
amends, ক্ষতিপূরণ
annals, ইতিবৃত্ত
ashes, ছাই
assets[1], সম্পত্তি
auspices, প্রসাদ, আনুকূল্য
bellows, হাপর
billiards, একরকম খেলা
bowels, অন্ত্র
dregs, তলানি
deer
eaves, ঘরের ছাঁইচ্
entrails, নাড়ীভুঁড়ি
fetters, শৃঙ্খল
glasses, চশমা
jeans, জিন্ কাপড়ের প্যান্টালুন
measles, হাম
mumps, গালফুলা রোগ
nuptials, বিবাহ
obsequies, শেষকৃত্য
odds, ন্যূনাধিকভাবে তারতম্য
pliers, সাঁড়াশি বিশেষ
proceeds, আয়
scissors, কাঁচি
shears, কাস্তে
spectacles, চশমা
tidings, সংবাদ
thanks, ধন্যবাদ
trousers, প্যান্টালুন
vitals, জীবনীশক্তি
wages[2], বেতন

Note

(a) Of these, *alms*[3], *amends*[4], *mumps*[5], *odds*[6], *tidings*[7], and *wages* are sometimes treated also as singular. All the rest are plural.

(b) *Trousers, jeans, scissors, glasses, pliers* and names of many similar divided objects are plural, and they have no singular forms : Your *jeans are* too tight (not, *jean is*). Where *are* my *glasses ?— They're* on your nose.

(31) Nouns which have the **same form** in **both the numbers :**

Apparatus[8] (সাজসরঞ্জাম), *aircraft, cannon*[9], *corps* (সৈন্যদল), *deer, innings*[10], *means*[11], *public*[12], *salmon, series, sheep, species, swine, trout* and the nouns of

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[1]But we have such uses as 'a doubtful *asset*', 'he is a great *asset* to the club'. Fowler characterises this as a 'false form' and remarks, "Most of those who use it are probably unaware that, though now treated as plural, *assets* is itself (cf. *riches*) a singular ; the *s* is not a plural termination." — *MEU.*

But, as the *A.B.C. of English Usage* puts it, "There are sentences where *asset* is useful .... should (like many other words in the past) take its place in English against all etymological prejudice."

Good English — How to write it by G.H. Vallins also writes, "Such expressions as 'His voice was a real *asset*' are by now too well established to be summarily dismissed .... To frown on *asset* is mere pedantry."

[2]But a *wage*-earner, a living *wage*. "At a *wage* or *wages* of £5 a week..... a fair day's work for a fair day's *wage*" (*COD*).

"*The wages of sin is death* is an archaism ; we do not now say, *his wages is*, but *are, a pound a week.*" —*MEU* under *are, is.*

[3]"Usually as singular," (*COD*). The *POD* has "ask for *an alms*" and also "your *alms are* asked".

[4]"Plural now treated in E as singular" (*COD*). "A full *amends*" (*POD*).

[5]"Plural, usually with singular verbs" — *POD*. Also *COD*.

[6]"Plural often treated as singular" (*ibid*). We have "What's the *odds* ?" and "The *odds are* that he will do it" there.

[7]"Plural, usually with singular verb" (*ibid*).

[8]"*POD* and *COD* give *apparatuses* as the plural of *apparatus*.

[9]"Words having a plural, but whose singular used in a collective sense, and treated as either singular or plural, is generally preferred to it, *e.g., shot ; cannon* —*MEU.* "Collective sing. for plural" — (*POD*). *Chamber's T.C.D.* has *cannons* too.

[10]"The plural *inningses* is colloquial only, *innings* (ordinarily plural) being used for either number : *an innings,* or *several innings.*" — *MEU.*

[11]"But "*means* = 'income' takes a plural verb : My *means are* not equal to the demand put upon them" — *A.B.C.* of Eng. *Usage.* Also *MEU.*

[12]"The *public is* the best judge, *are* the best judges, of that — *POD* and *COD.*

number, weight or *money,* such as *dozen, score, yoke, stone* (weight), *hundredweight,* when used after a numeral, especially if they join with the numeral to make a compound adjective (as in 'two-ton lorry'). The singular meaning is expressed by putting a singular adjective, such as *a, an, one, this, that,* etc. before them. *A* deer, *one* sheep ; but, two *deer,* two *sheep.*

Note

(*a*) An eight-*anna* coin ; a ten-*rupee* note ; an eight-*day* clock ; a ten-*year* old child ; but, ten *years* old ; two *dozen* pencils ; six *pound* or *pounds* of butter.

(*b*) But when the nouns of number are preceded by *many* and *some,* or, when they are *not preceded* by numerals, the plural inflextion is used; as, many *dozens ;* some *dozens ; hundreds* of people.

(*c*) As measures of distance, *fathom, foot* and *yard* have sometimes the singular forms even with plural numerals : The tree is 10 *foot* (also 10 *feet*) high. It is 3 *yard* (also *yards*) long. The river is 50 *fathom* (also *fathoms*) deep.

(*d*) "The names of various **animals,** etc., when spoken of collectively as objects of **hunting,** are used with plural force without inflexion : He has gone to shoot *tiger* in Nepal ; I am going to shoot *duck, green pigeon, partridge*" — *E. Smith, Oxford Eng. Grammar.*

(32) **True Singulars** are nouns in which the final *s* is a part of the original singular noun, and not a sign of the plural ; as *alms, eaves, riches, summons.* Of these *eaves* and *riches* are now used as plurals, but the last has the plural *summonses.* For *alms,* see Art. 30 Notes.

(33) **True Plurals** are nouns in which the final *s* is really a sign of the plural ; as, *amends, annals, auspices, bellows, gallows, innings, means, news, remains.* Of these, *amends, means* and *innings* are used in *both numbers ; gallows* and *news* are used as singulars ; the rest are used as plurals. Thus :—

The *news* is true. His *means are* (or, *is*) fare.
I have made *amends* (or, a full *amends*) for his loss.
The *annals* of Rajasthan *are* full of such deeds.

(34) (a) The **Plural of Compound Nouns** (except nouns ending in *full* and *fall*) is generally formed by adding *s* to the important word ; as,

Governors-General (Governor-*Generals* is also used) ; *passers*-by ; *fathers*-in-law, *commanders*-in-chief ; maid-*servants, brothers*-in-law ; on-lookers ; but mouth*fuls,* hand*fuls,* pit*falls* (চোরাগর্ত), water*falls* (জলপ্রপাত), spoon*fuls.*

(b) But **Compound Nouns** written **without hyphen** take *s* to form the plural : Armchairs, bookcases, grandfathers, pickpockets.

(35) In Nouns ending in **man,** the plural is formed by changing **man** into **men** when *man* is used in the sense of a *human being* ; as,

English*men,* noble*men,* work*men.*

When however, the final **man** does *not* mean a human being, but is a part of the word itself, the plural is formed by adding *s* only ; as *Germans, Mussalmans,* Brah*mans.*

"**Mankind.** Singular number, referred to by *it* and *its,* not *they* and *their.*" — *Current English Usage* by F. T. Wood.

(36) **Plurals of letters of the alphabet and of numbers** are formed by adding ('*s*) :

B.A.'s, D.D.'s, cut your *t's* and dot your *i's,* 3's, 5's, etc.

Some add only *s* in the plural, leaving the apostrophe for the genitive.

He hit two 4's (4s) and two 6's (6s).

Three B.A.'s (B.A.s) and two M.A.'s (M.A.s) were selected.

Note

"The modern usage, however, is to do away with the *apostrophe* (') and add only *s*; as, *B.Sc.s; M.B.s*" —*Smith.*

(37) Plurals of Abbreviations : Single letters are doubled :

pp. for pages, *ll* for lines, *MSS.* for Manuscripts.

Curt forms take *s* :— *Secs.* for sections, etc.

(38) Miscellaneous :

Singular	*Plural*	*Singular*	*Plural*
Mr	Messrs	Mrs Brown	The Mrs Browns
Mrs, Madam[1]	Mesdames	Miss Brown	The Miss Browns / The Misses Brown
Madam[1]	Ladies		
Master Brown	The Masters Brown / The Master Browns	Man-servant	Men-servants
		Woman-servant	Women-servants
Mr Brown	Messrs Brown / The Mr Browns	Lord-Justice	Lords-Justices
		Knight-Templar	Knights-Templars

Note

(*a*) "The form *the Misses Brown* is still used on formal occasions, *e.g.*, in written invitations; but at other times, and especially in conversation, *the Miss Browns* is more common."

(*b*) "The form, *Messrs Smith,* is limited to business language, the form, *the Mr Smiths,* being the one in general use."

(39) Foreign Plurals :

Singular	*Plural*	*Singular*	*Plural*
Agendum[2] (বিচার্য্য বিষয়)	agenda	Crisis (সঙ্কটাপন্ন অবস্থা)	crises
Appendix (পরিশিষ্ট)	appendices	Radius	radii
Analysis (বিশ্লেষণ)	analyses	Erratum (শুদ্ধিপত্র)	errata
Axis (অক্ষ)	axes	Focus (কেন্দ্র)	foci (or focuses)
Bandit (বোম্বেটে)	banditti (or bandits)	Formula	formulae (or formulas)
Basis (ভিত্তি)	bases	Hypothesis (অনুমান)	hypotheses
Cherub (স্বর্গীয় দূত)	cherubim (or cherubs)	Seraph (প্রথমশ্রেণীর স্বর্গদূত)	seraphim (or seraphs)
Medium	media	Terminus (শেষ প্রান্ত)	termini(or terminuses)
Memorandum (স্মারকলিপি)	memoranda	Vertex (শীর্ষ)	vertices
Oasis (মরুদ্যান)	oases	Phenomenon	phenomena

N.B. The tendency of modern English is to reject all foreign forms.

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[1]The English word is *madam,* "As a prefix to a foreign lady's name, instead of *Mrs, Madame* is right, with plural *Mesdames. Madam* ... suffers from having no plural, *ladies* being the substitute" — *MEU.*

[2]"*Agenda,* though in form plural, has been admitted to the language as a singular word. Nobody would say "the agenda for Monday's meeting *have* not yet reached me. If a word is needed for one of the components of the agenda, say 'item No. so of the agenda,' not, 'agendum No. so,' which would be the extreme of pedantry'. If one is wanted for the plural of the word itself it must be *agendas* or *agenda papers.*" —*The Complete Plain Words* by Sir Ernest Gowers. See also *Current English Usage* by F. T. Wood.

(40) *The name of a country,* or *a thing,* though plural in form, is treated as *singular* : as "*The United States of America is* a rich country" ; "*The Folk Tales of Bengal is* a nice book ;" "*The Netherlands is* famous for *her* dairy products."

Note

(*a*) **Counsel** in the sense of 'barrister' has the same form in both the numbers : He engaged two *counsel* to defend his case.

(*b*) **Word** in the sense of 'promise' or 'speech' has no plural : He gave me *word* (not *words*). He is a man of his *word.* He sent *word.*

(*c*) When the same nouns are joined by *to, after,* etc., they are used in the singular : as, from *generation to generation* ; *day after day. Ship after ship is* sailing by. *Letter after letter was* sent to him from the USA. *Generation to generation has* maintained the tradition of the family.

(*d*) **More than one** is "treated as compound of *one,* and ... agrees with a *singular* noun and a *singular* verb." But **More than two** is treated as a compound of *two,* and hence followed by a *plural* noun and a *plural verb. More than one man was* present there. *More than two boys were* present there.

(*e*) **Fruit**—("Usu. pl.) vegetable products fit for food (usu. *fruits of the earth*) ; plant's or tree's edible product of seed with its envelope (also collect, in sing, as feeds on *fruit*")—*COD.*

(*f*) **Fish** has two plural forms, e.g., *fish* and *fishes.* "**Fish** may always be used as the plural whether thought of individually or collectively. **Fishes** is a rarer plural and only used when thought of individually"—*Wood.* The sea here abounds in *fish.* I do not like *fish.* "We'll go and look at the *fishes* in the aquarium."

(*g*) **Half, heaps, lots, two-thirds, three-fourths, most,** etc. take singular verbs when they are followed by singular nouns with *of* but plural verbs when followed by plural nouns with *of* : *Half* of our work *was* done ; *Half* of the apples *were* bad. "There *is heaps* of ammunition. There *are heaps* of cups. There *is lots* of work to do ; *Lots* of people *think* so,"—*MEU* (under *Number,* sec. 12). *Two-thirds of* the work *is* done ; *Two-thirds* of the men *were* killed. *Most* of the hall *was* empty. *Most* of the boys *have* come. *Most* of the *time is* lost. (See also Art. 311).

(*h*) After **one and a half** use plural nouns and singular verbs —*MEU* : One and a half *lemons was* enough. [See also Art. 346 (m)].

(*i*) "**Twice two is four and twice two are four** are equally correct."—*MEU* under *is,* sec. 2.

(*j*) **All** can be used as singular or plural : All *is* lost in the fire. All's well. All *are* present in the meeting. All *are* invited.

(*k*) **Number**—"Though grammatically singular, *a number of,* when it means *several* or *many,* is treated as plural and takes a plural verb : *A number of* people *were* present. But *'the number of* people present *was* greater than we expected' ; since here *number* has the more definite meaning of a numerical total"—*Wood,* also *Gowers* (p. 187). [See also foot note P. 298, and Art. 457 Note (c)].

(*l*) **Majority 'is' or 'are'?** —The word 'majority' follows the same rules for number as other collective nouns ; but when it means *'most', 'the greater part,'* it has a plural verb.

The majority *is* scanty but sufficient. The majority *are* in my favour. The majority of my friends *agree.*

(*m*) "**The greater/greatest part** is *singular* when it refers to *amount* or *quantity, plural* when to *number.* The *greater part* of the land *is* uncultivated. The *greater part* of the apples *are* bad." —*Wood.*

(*n*) **None** is "*singular* when the reference is to *amount* or *quantity* ('*None* of the food *was* wasted'). When *number* is indicated, either, *singular* or *plural,* according to the sense. 'Of his three sons *none has* any great ability.' '*None* of the suggestions *was* acceptable'. (*Singular,* because *none* individualises, taking *each one singly.*) '*None* of the letters *have* been opened yet.' 'A number of people are expected but *none have* arrived yet.' (Plural, because *none* has the meaning 'not any')"—*Wood.* (See also Art. 155).

(*o*) 'Nouns like **century, age,** etc. mostly take the plural form when referring to more than one, and qualified by more than one adjunct : *in the sixteenth and early seventeenth centuries ; between the ages of* 14 and 18'. —*Zandvoort.*

(*p*) The words **hundred, thousand, lac, million, dozen, score,** when preceded by a *definite numeral,* or by *several* or *a few,* are never made plural : *one hundred* boys ; *five hundred* men ; *two thousand* and five pounds ; *three million* people ; rupees *three lac* (not, *lacs*) *one million* rupees ; *one dozen* or *two dozen* pencils ; *five score* eggs ; *a few hundred* boys ; *several hundred* or *dozen* boxes. But when these words are not preceded by numerals and used 'merely to convey the idea of a large number' or are preceded by *some, many,* they are made plural : *many dozens ; some dozens ; hundreds* of people ; *thousands* of ants ; *scores* of animals ; *many thousands ; lacs* and *lacs* of rupees.

Gross never takes a plural suffix and is always followed by *of* : *a gross* of pins ; *two gross of* pencils.

'After a definite numeral, **pair** is found both with or without the plural suffix' — *Zandvoort* : I have *one pair* or *two pair* (*s*) of shoes. But I want *some* more *pairs* of shoes.

(*q*) **Hair** is *singular* when used in a collective sense but *plural* when number is meant :

She has combed her *hair.* His *hair is* white. I found two gray *hairs* on his coat.

(*r*) **A great deal of, plenty of** take *singular* verbs when they are followed by an *uncountable noun* but *plural* verbs when followed by *plural countable nouns :* A *great deal of* time *is* lost. *A great deal of* problems *were* served. *Plenty of* houses *are* available here. *Plenty of* sugar *is* stored in the godown.

(*s*) **'Police** is normally used as a *plural* : The *police are* (not, *is*) looking for a fair-headed man in his twenties'. *—Practical English Usage, Michael Swan.*

E EXERCISE 6

(*a*) *Indicate the numbers of* : — *furniture, gallows, mathematics, series, means, cattle, agenda, summons, riches, apparatus, pence, auspices, thanks, wages, sheep, physics, news, gentry, people.*

(*b*) *Give the plurals of* : — *Mr, Miss, Mrs, man-servant, Miss Baker, Mrs Baker, formula, cherub, basis, Governor-General, son-in-law, foot-man, fisherman, Frenchman, gentleman, clergyman, German, Norman.*

(*c*) *Fill up the blanks* : —

1. News—brought to us.
2. Mathematics—taught by him.
3. Lamb's Tales from Shakespeare—an interesting book.
4. Cattle—grazing on the green.
5. The gentry—present there.
6. Alms—distributed among the poor.
7. Thanks—due to him.
8. Three counsel—engaged by me.
9. Fish—abundant in this tank.
10. The people—running away.
11. People—not like it.

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CHAPTER VII

NOUNS—Gender

41 There are **four Genders** in English :—

(*a*) **Masculine**, denoting *male* persons or animals : *man, bull, boy, lion.*

(*b*) **Feminine**, denoting *female* persons or animals : *woman, cow, sister.*

(*c*) **Neuter**, denoting *lifeless* things : *book, table, tree.*

(*d*) **Common**, denoting animals of *either* sex : *parent, person, sovereign, child, servant, teacher, student, cousin.*

Note

The term 'common gender' is objected to on the ground that "strictly, there cannot be a common gender any more than there can be a common sex. Some words, however, are common to two genders."

(42) All **Material** and **Abstract Nouns** are **Neuter**, because they denote things and qualities without life.

(43) All **Collective Nouns** are **Neuter**, because they denote groups, and groups as such have no life.

(44) There are **three different** ways by which **Masculine nouns** are **changed into Feminine :—**

(A) By changing the word : as, *man — woman, boy — girl.*

(B) By adding — *ess* to the Masculine ; as, *author —authoress.*

(C) By adding a feminine word before or after the Masculine : as, *he-goat—she-goat ; grandfather—grandmother.*

A. By changing the word :—

Masculine	*Feminine*	*Masculine*	*Feminine*
Bachelor	maid, spinster	Horse	mare
Boar	sow	Husband	wife
Boy	girl	King	queen
Brother	sister	Lad	lass
Bull, ox	cow	Lord	lady
Cock	hen	Male	female
Dog	bitch	Monk, friar	nun
Drake	duck	Nephew	niece
Drone	bee	Papa	mamma
Earl	countess	Ram	ewe
Father	mother	Sir, sire	madam, dame
Fox	vixen	Sire (a beast)	dam
Gander	goose	Son	daughter
Gentleman	lady / gentlewoman	Tailor	seamstress
		Uncle	aunt
Hart	roe	Wizard	witch

B. By adding "ess" to the Masculine :—

(*a*) *Without any change in the form of the Masculine* :—

Masculine	*Feminine*	*Masculine*	*Feminine*
Author	authoress	Lion	lioness
Baron	baroness	Patron	patroness
Count	countess	Peer	peeress
God[1]	goddess	Poet	poetess
Heir	heiress	Priest	priestess
Host	hostess	Prince	princess
Jew	jewess	Shepherd	shepherdess

[1]God has no feminine in the sense of the Almighty.

(*b*) *By omitting the vowel of the last syllable of the Masculine :—*

Masculine	*Feminine*	*Masculine*	*Feminine*
Actor	actress	Negro	negress
Benefactor	benefactress	Songster	songstress[1]
Enchanter	enchantress	Tempter	temptress
Hunter	huntress	Tiger	tigress
Instructor	instructress	Traitor	traitress

(*c*) *In a less regular way :—*

Masculine	*Feminine*	*Masculine*	*Feminine*
Abbot	abbess	Master (boy)	miss
Duke	duchess	Mr	Mrs
Emperor	empress	Murderer	murderess
Governor	governess[2]		
Master (teacher, owner, etc.)	mistress		

C. By adding a Feminine word :—

Masculine	*Feminine*	*Masculine*	*Feminine*
Bull-calf	cow-calf	Man-servant	maid-servant / woman-servant
Foster-father	foster-mother		
Grandfather	grandmother	Milkman	milkmaid
Great-uncle	great-aunt	Merman	mermaid
He-goat	she-goat	Peacock	peahen
Landlord	landlady	Schoolmaster	schoolmistress
		Washerman	washerwoman

(45) Nouns of Common Gender :—

(*a*) *Common*	*Masculine*	*Feminine*
Calf	bullock	heifer
Child	son, boy	daughter, girl
Deer	hart, stag	roe, hind
Fowl	cock	hen
Horse	stallion	mare
Monarch / Sovereign	king, emperor	queen, empress
Orphan	boy (without parents)	girl (without parents)
Parent	father	mother
Person	man	woman
Pig	boar	sow
Servant	man-servant	maid-servant
Sheep	ram	ewe
Spouse	husband	wife
Student	male student	female (or, girl) student
Teacher	male teacher	female (or, lady) teacher

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[1] "*Songster* was originally feminine ; but it came to be used as masculine, and a new feminine, *songstress,* was formed." —*Oxford High School Grammar.*

[2] *Governess* means *tutoress* ; (She was placed under a kind *governess*) ; but *governor* never means *tutor,* —it means *ruler* and is a common gender.

(*b*) The following nouns of common gender take *male* and *female* before them in the Masculine and the Feminine respectively ;

baby, bird, cousin, enemy, friend, infant, pupil, scholar, singer.

(46) Miscellaneous :—

Masculine	*Feminine*	*Masculine*	*Feminine*
Alexander	Alexandrina	Henry	Henrietta / Harriet
Charles	Charlotte / Caroline	Hero	heroine
Czar	Czarina	Sultan	sultana
John	Jane	Testator	testatrix
Joseph	Josephine	Viceroy	Vicereine
Signor	Signora	William	Wilhelmina

(47) Masculine derived from Feminine : *Bridegroom* (from *bride*), *widower* (from *widow*).

(48) Double Feminines : *seamstress, songstress, spinstress.*

(49) Some **Feminine Nouns** have **no corresponding Masculine :**

Amazon (a woman of masculine manners, মর্দানী)
Blonde (a fair girl, গৌরাঙ্গী)
Coquettee (a woman who amuses herself by seeking admiration from others, মিথ্যা ভালবাসা প্রদর্শনকারিনী)
Dowager (a widow with a dower, বৃত্তিভোগী বিধবা)
Flirt (a woman flirting with men, কৃত্রিম প্রেমের খেলা যাহারা খেলে)
Nurse (a female nurse)
Prude (a woman of affected modesty, কৃত্রিম লজ্জাবতী)
Shrew (a scolding woman, কলহপ্রিয়া রমণী)
Siren (a charming but wicked woman, কুহকিনী)
Virgin (a maiden, কুমারী)

(50) Some **Masculine Nouns** have **no corresponding Feminine** forms : *captain, judge, knight, person, squire.*

(51) A few **Masculine Nouns** are sometimes used as nouns of **Common gender :** *actor, author, colt, fox, goose, dog, hound, horse, man, painter, poet,* etc.

(52) A few **Feminine Nouns** are sometimes used as nouns of **Common gender :** *bee, cow, duck,* etc.

Note

Women are now taking up work formerly considered exclusively men's and *vice versa.* This has given rise to a difficulty in finding out feminine forms for such words as, *chairman, president, lawyer, advocate, doctor,* etc. and masculine forms for words as *nurse, house-maid,* etc. *Chairwoman* is not correct English and the modern use is *Chairperson* to refer to woman. Similarly, *lady doctor.*

(53) Personified Objects : Inanimate objects or qualities are sometimes spoken of as if they were persons. A noun thus personified begins with a capital letter. Personified things are regarded as :—

(*a*) **Masculine** when they are remarkable for *strength, courage, greatness,* etc., as :

Death, Sun, War, Time, June, Summer, Autumn, Winter, Thunder, Anger, Day, Fear, Revenge, etc.

(*b*) **Feminine** when they are remarkable for *beauty, softness, grace, fertility, gentleness,* etc., as :

Hope, Peace, Liberty, Modesty, Earth, Moon, Truth, Nature, Religion, Church, Mercy, Night.

(54) **Young children** and **lower animals** are usually regarded as **Neuter :**

The *child* is following *its* mother. The *bird* returns to *its* nest.

(55) Names of **ships, countries** and **fine arts** are generally regarded as **feminine :**

The *Titanic* sank with almost all *her* passengers. *India* demands all of us to love *her*. *Poetry* has *her* charms.

EXERCISE 7

Indicate the genders of the following :—

husband	fear	prince
cow	death	Mr
author	mountain	priest
early	ship	madam
sovereign	England	sir
tiger	son	person
hero	governor	orphan
pig	lady	virgin
mouse	king	bride
lion	companion	cousin
lad	head	bee
shepherd	virtue	horse
water	parent	Miss
grief	widow	actor

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CHAPTER VIII

NOUNS—Case

(56) **Definition** — A case is the relation of a noun or a pronoun to other words in a sentence, or the form which shows such a relation.

(57) There are **three principal cases** in English :—

(A) **Nominative Case**
(B) **Objective Case**
(C) **Possessive Case**

(A) Nominative Case

Examine the following sentences :

(*a*) *Ram* hit the dog. (*b*) The *boy* wants his mother.

In (*a*), *Ram* is the *agent* or *subject* of the verb *hit*. It is the answer to the question, '*Who* hit the dog ?' Similarly in (*b*) *boy* is the *subject* of the verb *wants*. It is the answer to the question, '*Who* wants his mother ?'

When a noun (or, pronoun) is the *agent* or the *subject* of a verb, it is said to be in the **Nominative Case.**

Note

(i) The term *Nominative* and *Subject* are not always identical. The term *Nominative* can be applied only when the action proceeds from a simple noun or pronoun. But it cannot be applied when the subject consists of a number of words such as a phrase or clause. The terms can be used indifferently only when the subject is a simple noun or pronoun.

(ii) The **Nominative** or **Subject is the answer we get** by asking the question **"who ?"** or **"what ?"** with the verb.

(B) Objective Case

Again in (a) above, if we ask the question, "*What* did Ram hit ?" we get the answer *dog*. *Dog* is thus the *object* of the verb *hit*.

In (b) if we ask the question, "*Whom* does the boy want ?" we get the answer *mother*. *Mother* is thus the *object* of the verb *wants*.

When a noun (or, pronoun) is the **Object** to a verb or a preposition, it is said to be in the **Objective Case.**

Note

(i) The objective case is divided into the **Accusative** and the **Dative.** If the noun or pronoun is the **direct** object, it is in the **accusative** case, but if it is the **indirect** object, it is in the **dative** case. Thus, in "I gave *him* a book", *book* is **accusative** and *him* **dative.**

(ii) **The Object is the answer we get** by asking the question **"whom ?"** or **"what ?"** with the verb.

A noun (or, pronoun) which comes **after a preposition** is also said to be in the **Accusative Case :**

He sat *on* a *chair*. I went *to* that *place*.

(C) Possessive Case

Examine the sentences :

I went to *Bose's* house. The *boy's* book is on the table.

Bose's house = house *belonging to* Bose ; boy's book = book *belonging to* the boy. The form of the noun *Bose* is changed to *Bose's* and of *boy* changed to *boy's* to show *ownership* or *possession*. The nouns *Bose's* and *boy's* are, therefore, said to be in the **Possessive Case.**

The **Possessive Case** denotes *ownership* or some *other relationship*.

The possessive answers the question **"Whose ?"**

Note

"Recent authorities prefer to retain the old name, **Genitive,** since the name *possessive* for *genitive* is misleading. The *genitive case* not only expresses possession, but is also used to convey other meanings. For example, in the phrase, *'Ram's* book', the *genitive* case clearly denotes *possession* ; but in *'Ram's* fever', 'three *months'* imprisonment', 'a *yard's* length', *'prime minister's address'*, it does not".

(58) Nouns in Apposition — When two nouns are used together to denote the same person or thing, the second is said to be in apposition to the first.

Mr Chatterjee, our *Headmaster,* is a good man (Nom.).
He beat my brother, a young *boy* (Obj.)
I went to Mr Bose the *poet's* house (Possessive).

A. The Nominative Case

(59) Different kinds of the Nominative :—

(*a*) The **Nominative of Address** or **Vocative Case** or **Case of Address** is the case used in addressing or calling a person or an object :

Saral, come here. Adieu, adieu, my *fatherland.*

(*b*) **Nominative Absolute** is a Noun or a Pronoun which, coming before a participle, is not grammatically connected with the rest of the sentence :

The *sun* having set, we left the place. *Dinner* (being) over, the guest left the table.

(60) Position of the Nominative :— The Nominative is generally placed *before* the verb :—

Ram goes. *Birds* fly.

Exceptions—But it is placed *after* the verb (or *after* the auxiliary, if there be any) in the following cases :

(*a*) In Interrogative sentences : Is *he* ill ? Who is *he* ?

(*b*) In Imperative sentences : Go (*you*) home.

(*c*) Sometimes, in exclamations : How glad am *I* to see you !

(*d*) In Optative sentences : Long live *Ram*. May *you* be happy.

(*e*) In Conditional clauses without *if* or *though* :

Had I been present (= If I had been present), I would have prevented him. Were *he* present, he would have opposed you.

(*f*) When the sentence begins with *here, there,* or with a *negative* (*no sooner, not only, never, no longer, little, few,* etc.) :

Here are five *men*. There lived an old *man* in the village. No sooner had *he* left the room than it fell down. Not only was *he* present, but he delivered a lecture also. Never have *I* seen such a man. No longer are *they* ready to follow you. Little did *they* think that they would suffer. Few were the *men* present there.

(*g*) Sometimes, in quoting the words to another :

"I can do the work", said *he*.

(*h*) In emphatic sentences :

Down went *the ship*.

(*i*) After *neither* and *nor* meaning *and not* :

He was not present, nor was his *brother*. He could not go, neither could *I*.

(*j*) Sometimes after the adverbs *so, the more,* etc. in the second clause of the sentence :

As you sow, so shall *you* reap. The more you read, the more will *you* learn.

B. The Objective Case

(61) Different kinds of Objects :—

(*a*) **Direct Object** or **Accusative (মুখ্যকর্ম) ; Indirect Object or Dative (গৌণকর্ম) —**

Some transitive verbs (*tell, give, ask, teach,* etc.) take two objects. One of these is direct and is called the *Direct Object* or *Accusative* (মুখ্যকর্ম). The other is indirect and is called the *Indirect Object* or *Dative* (গৌণকর্ম).

The former is generally a *thing* ; the latter is generally a *person* or an *animal* :—

He gave *me* (Ind. Object.) a *book* (Dir. Object). I told *him* (Ind. Obj.) *this* (Dir. Obj.).

(*b*) **Retained Object**— Some transitive verbs take two objects in the active voice. In the passive, one of these becomes the subject, but the other is retained

as object and is called the *Retained Object* :

He was given a *book.*

(*c*) **Cognate Object**— The object of an *intransitive* verb of *kindred meaning* or *sense* (সমার্থজ্ঞাপক) is called a *Cognate Object* :

I ran a *race.* He lived a pure *life.*

(*d*) **Factitive Object**— A transitive verb (usually of *naming, making,* and *thinking*) sometimes requires, besides its object, some other word, usually denoting *office* or *rank,* to make the sense complete (কোন কোন সকর্মক ক্রিয়ার অর্থপূরণের জন্য উহার কর্মের পর **পদবীজ্ঞাপক একটি** noun দরকার হয়). This word is called the *Factitive Object* :

He called me a *fool.* I took him *prisoner.*

(*e*) **Adverbial Object**— A noun in the objective case is sometimes used *adverbially* to denote *distance, place, time, value, amount, weight,* or *manner* ; this object is called the *Adverbial Object* :

The school is one *mile* from here. This cost me three *rupees.* He was there ten *years.* He went *home.* He was bound *hand* and *foot.*

C. The Possessive or Genitive

(62) **The Possessive** (or **Genitive**) is ordinarily used with nouns denoting **Animate** or **Personified objects.** It is generally formed by adding an *apostrophe* and *s* (*'s*) to the noun :

man, man's ; men, men's ; children, children's.

Exceptions :— There are three cases in which the *s* after the apostrophe is omitted to avoid too many hissing sounds :—

[1](*a*) After *plural* nouns ending in *s* :

boys' pens ; *birds'* nests.

(*b*) When the last syllable of a singular noun ends with *s* or *ce* and the noun is followed by "*sake*" :

goodness' sake ; *conscience'* sake ; *justice'* sake. (But we say also *pity's* sake.)

(*c*) Generally, when the last syllable of a singular noun begins and ends with *s* :

Moses' laws. But, we must say, *Pares's* pen ; *Venus's* beauty ; *Keats's* poem ; *Dickens's* novel.

Note

Personal pronouns do not take any apostrophe (') to form genitives : *yours* (not *your's*), *its, ours, hers, theirs. It's* is the contracted form of ***it is.*** (See Art. 108)

(63) The Possessive of **Compound Nouns** or **names consisting of several words,** and of **Nouns in Apposition** is formed by adding (*'s*) to the last word :

Governor *General's* car ; son-in-*law's* house ; Asoke the *Great's* reign ; the king of *Japan's* throne ; Ram, my *brother's* house.

(64) When there are *two* or *more* separate nouns joined by *and,* (*'s*) is added to the last if *joint* possession is meant ; but if *separate* possession is meant, (*'s*)

[1]There is a laudable tendency in modern usage to omit the apostrophe, especially in plural nouns, where the nouns are adjectival without any real possessive sense ; 'Boys School,' 'Students Union', 'Miners Federation', — *Good English* by G.H. Vallins.

is added to each *noun* (*And* দ্বারা যুক্ত noun-গুলি যদি যৌথ অধিকার বুঝায় তবে সর্বশেষে noun-এর পরে 's দিতে হয়, আর যদি ভিন্ন ভিন্ন অধিকার বুঝায় তবে প্রত্যেকটির পরেই 's বসে):

Dutta and Ghose's firm = one firm belonging to both.

Dutta's and Ghose's firms = two separate firms, one belonging to Dutta and the other belonging to Ghose.

(65) Nouns denoting **Inanimate** objects are *not* generally put in the *possessive* case. Possession in such cases is denoted by the preposition *of,* or sometimes by using the noun as adjective. Thus, we write :

"the door *of* the house" (not, *house's* door) ; "the days *of* winter or *winter* days" (not, *winter's* days) ; "the door *of* the cottage or *cottage* door" (not, *cottage's* door).

Exceptions— But, even in the case of *Inanimate objects,* the **Possessive inflexion** (*'s*) is often used with :

(i) Nouns denoting *personified things* :

Fortune's favour, *India's* hope, *Death's* door.

(ii) Nouns denoting *dignified* objects :

The *ocean's* roar, the *sun's* rays, the *country's* call.

(iii) Nouns denoting *time, space,* or *weight* :

Time — a *day's* journey ; a *week's* leave ; three *days'* absence.
Space — a *yard's* length ; a *stone's* throw ; a *needle's* point.
Weight — a *pound's* weight ; a *ton's* weight.

(iv) A few familiar phrases for the sake of *shortness* :

A *boat's* crew, *wits'* end, to one's *heart's* content, at *arm's* length.

(66) The **Elliptical** or **Absolute Possessive**—Nouns denoting *house, shop,* etc. may be omitted after the possessive case of *Nouns,* but not after the possessive case of *Pronouns* unless the words denoting *house* etc. have been previously used (*House, shop* প্রভৃতি কথাগুলি Noun-এর possessive case-এর পরে উহ্য থাকিতে পারে। কিন্তু ওই কথাগুলির পূর্বে উল্লেখ না থাকিলে উহারা Pronoun-এর possessive case-এর পর উহ্য থাকিতে পারে না।). Thus :

I went to *Ghose's* (= *Ghose's shop or house*). He has gone to the *tailor's* (= tailor's shop). I went to *St. Paul's* (= St. Paul's Cathedral). This is my book ; where is *yours* ? (= your book).

(67) **Double Possessive** — Both the forms, ('s) and *of,* are used when possession is expressed of *one* out of many.

A book *of Ram's* = refers to only *one* of many Ram has.
A picture of the queen = a likeness of her.
A picture *of* the *queen's* = one of many in her *possession.*
The news of *Ram* = news *about Ram.*
This news of *Ram's* = news that Ram brings.

EXERCISE 8

(a) Give the possessive forms of :—

1. Lady
2. mistress
3. James
4. the laws of Moses
5. the generals of the armies
6. the conquest of Alexander the Great
7. the house of my friend, Jatin
8. the chair of Mr Bose, Principal of the College
9. the firms of Ghose and Mitter
10. the firm of Ghose and Mitter
11. the house of Patel and Sharma
12. the houses of Patel and Sharma

13. for the sake of conscience
14. the tales of the fairies
15. the dramas of Kalidas
16. the flight of eagles
17. the heroes of England
18. the shops of Dutt and Bose
19. the country of Ramani and Mahammud
20. the countries of Ramani and Mahammud

(*b*) *State the cases of the Nouns and the Pronouns* :—

1. The police arrested the dacoits.
2. The teacher teaches in the class.
3. He teaches me English.
4. I was taught English by him.
5. The moon having risen, we began the journey.
6. I saw Ram, brother of Shyam.
7. He was elected chairman of the meeting.
8. They have fought a good fight.
9. Boys, attend to what I say.
10. Gentlemen, lend me your ears.
11. I shall teach you a lesson.
12. Bring me a book.
13. He showed me a sight.
14. It is three feet high.
15. He walked ten miles.
16. Rahim's brother is a fool.

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CHAPTER IX

ADJECTIVES

68 Adjectives have **two uses :—**

(*a*) **Attributive**— Adjectives are said to be used *attributively* when they are placed *close* to and *before* the noun which they qualify (Noun এর পূর্বে বসে) ; as, a *good* boy, a *red* ball, an *angry* person. An adjective so used is called an **Epithet.**

A few adjectives, such as, *former, olden,* etc., can be used **only attributively :**

He is a *former* teacher of this school. This practice prevailed in *olden* times.

(*b*) **Predicative** — Adjectives are said to be used *predicatively* when they express what is declared of some person or thing, and come *after* the verb (Verb-এর পরে বসে) ; as,

The boy is *good.* The ball is *red.*

There are a few adjectives, such as, *alone, asleep, afraid, alike, aloof, alive, ashamed, awake, aware, content,* etc., which can be used **only predicatively.** Thus, we can write only :

He is *alone.* She is *asleep.* I am *content.* We are *afraid.*

69 **Classification**— Adjectives may be generally arranged under the following groups :—

(*a*) **Proper** — derived from some *Proper Nouns* : *Indian, British, Vedic, Islamic.*

(*b*) **Qualitative** — describing the *quality* or *state* of a thing :

He is an *honest* boy. Help the *poor* man. The *brave* man faced the *angry* crowd. This is a *large* city. The *foolish old* crow tried to sing.

(*c*) **Quantitative** or **Numeral**— denoting *quantity* or *number* :

Give me *some* sugar.
There is *little* water in the bottle.
He is the *first* boy of the class.
Give me *two* rupees only.
This is his *third* attempt.
He took *great* pains to do the work.
This is a *single* storied house.
There were *many* men there.
Any man can do this.
I saw a *few* men there.
All men are mortal.
He took *little* care of the thing.
The *whole* village came out to see him.

(*d*) **Distributive** — *each, every, either, neither* :

Each boy was fully prepared. Give a rupee to *every* beggar. *Either* pen will do. He will join *neither* side.

(*e*) **Demonstrative** — *this, that, such, same* :

I know *this* (or *that*) man. *Such* examples are rare. This is the *same* thing as that.

(*f*) **Interrogative** — *which, whose,* and *what,* when they are used with nouns to ask questions :

Which boy did it ? *What* book do you want ? *Whose* pen is this ?

[*What* is used in a general sense, but *which* requires a particular person or thing to *be pointed out from a group.*]

(*g*) **Emphasising** — *own, very* :

This is my *own* house. I did it with my *own* hand. This is the *very* boy I spoke of. I am the master of my *own* time. This is the *very* thing I want.

EXERCISE 9

Point out the Adjectives in the following sentences, and state which class each of them belongs to :—

1. I gave the poor man some rice and one rupee.
2. The good boy obeys his parents.
3. The kind man helped the blind old woman.
4. Every man in the big hall stood up to cheer the great leader.
5. Few men can raise such a heavy load.
6. There are fertile fields on either side of the river.
7. Which boy did it ?
8. The wise old man supported the young boy.
9. The cruel king caused great sufferings to his people.
10. Most boys are fond of sweets.
11. I told the whole story to my aged mother.
12. She has a soft heart and cannot stand such a painful sight.
13. He is the first boy of the class.
14. The kind man helped my younger brother at that time.

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Comparison of Adjectives

70 Most Adjectives of Quality, and four Adjectives of Number and Quantity (*much, little, many, few*) have degrees of comparison.

71 There are **three degrees** of comparison :—

(*a*) The **Positive** degree is the simplest form of the adjective :

tall, beautiful.

(*b*) The **Comparative** degree is the form used when a comparison is made between *two* persons or things :

He is *taller* than you. It is *more beautiful* than that.

(*c*) The **Superlative** degree is the form used when *more than two things,* or *sets of things,* are compared.

He is the *tallest* boy in the class. She is the *most beautiful* of all.

Rules of Comparison

(72) Adjectives of **one syllable** are compared by adding **er** and **est** in the Comparative and Superlative degrees respectively :

Positive	*Comparative*	*Superlative*
black	black*er*	black*est*
high	high*er*	high*est*
strong	strong*er*	strong*est*
tall	tall*er*	tall*est*
weak	weak*er*	weak*est*
cold	cold*er*	cold*est*
great	great*er*	great*est*
small	small*er*	small*est*
long	long*er*	long*est*
bold	bold*er*	bold*est*
hard	hard*er*	hard*est*
poor	poor*er*	poor*est*
rich	rich*er*	rich*est*
kind	kind*er*	kind*est*
young	young*er*	young*est*

Exceptions :

(i) When the Positive ends in **e,** the **e** of **er** and **est** is dropped :

Positive	*Comparative*	*Superlative*
able	abl*er*	abl*est*
brave	brav*er*	brav*est*
wise	wis*er*	wis*est*
large	larg*er*	larg*est*
pale	pal*er*	pal*est*

(ii) When the Positive ends in **y** preceded by a consonant, **y** is changed to **"i"** before **er** and **est** :

Positive	*Comparative*	*Superlative*
busy	bus*ier*	bus*iest*
easy	eas*ier*	eas*iest*
dry	dr*ier*	dr*iest*

But when a vowel precedes **y,** it is not changed :

Positive	*Comparative*	*Superlative*
gay	gay*er*	gay*est*
grey	grey*er*	grey*est*

(iii) If the positive ends in a single consonant preceded by a single vowel, the consonant is doubled before adding **er** and **est.**

Positive	*Comparative*	*Superlative*
big	bigg*er*	bigg*est*
fat	fatt*er*	fatt*est*
hot	hott*er*	hott*est*
red	redd*er*	redd*est*
sad	sadd*er*	sadd*est*
thin	thinn*er*	thinn*est*

But if it ends in two consonants, or has two vowels before the final consonant, the latter is not doubled :

Positive	*Comparative*	*Superlative*
cool	cool*er*	cool*est*
long	long*er*	long*est*
weak	weak*er*	weak*est*
thick	thick*er*	thick*est*

(73) Adjectives of **more than two syllables** and most Adjectives of **two syllables** are compared by adding **more** and **most,** or **less** and **least :**

Positive	*Comparative*	*Superlative*
active	*more* active	*most* active
	less active	*least* active
careful	*more* careful	*most* careful
	less careful	*least* careful
beautiful	*more* beautiful	*most* beautiful
	less beautiful	*least* beautiful
difficult	*more* difficult	*most* difficult
	less difficult	*least* difficult
interesting	*more* interesting	*most* interesting
	less interesting	*least* interesting
important	*more* important	*most* important
	less important	*least* important

(74) All adjectives of **two** syllables ending in **le, y, er** and **ow** are generally compared as adjectives of **one** syllable :

Positive	*Comparative*	*Superlative*
noble	nobler	noblest
happy	happier	happiest
tender	tenderer	tenderest
narrow	narrower	narrowest
holy	holier	holiest
pretty	prettier	prettiest
clever (1)	cleverer	cleverest
heavy	heavier	heaviest
ugly	uglier	ugliest
easy	easier	easiest

Note

(1) The forms *more* clever – *most* clever, and *less* clever– *least* clever are also used.

(75) Irregular Comparision :

Positive	*Comparative*	*Superlative*
bad, evil, ill	worse	worst
far	farther	farthest
fore	former (time)	foremost, first (position)
good	better	best
hind	hinder	hindmost
late	later, latter	latest, last
little	less, lesser	least
many, much	more	most
near	nearer	nearest, next
nigh	nigher	nighest, next
old	older, elder	oldest, eldest

(76) Words not adjectives in the *positive* degree, but used as such in the *comparative* and the *superlative* :—

Positive	*Comparative*	*Superlative*
forth	further	furthest
in	inner	inmost, innermost
out	outer, utter	outermost, uttermost outmost, utmost
up	upper	uppermost, upmost

(77) Adjectives without a Comparative form :

Positive	*Superlative*	*Positive*	*Superlative*
down	downmost	southern	southernmost
eastern	easternmost	top	topmost
head	headmost	western	westernmost
northern	northernmost		

(78) Adjectives expressing *shape* or *material* or *time* or the *highest* or *lowest* degree of some quality **cannot be compared :** *round*[1], *square*[1], *earthen, golden, daily, annual, perfect*[1], *extreme, eternal, chief, Almighty, infinite, complete, supreme, unique*[2], *universal, dead, empty,* etc.

(79) Comparatives are **followed** by **than,** except in examples under Art. 81 given below :

Ram is taller *than* Shyam. I am weaker *than* he.

When, however, **selection** is implied, the comparative is preceded by **the** and followed by **of** :

Ram is *the* taller *of* the two.

(80) When objects of the **same class** are **compared** by means of a comparative (একই জাতীয় জিনিষের মধ্যে তুলনা বুঝাইতে), their **separation** or **exclusion** should be distinctly shown by the use of **any other, all other** or **no other** :

He is better than *any other* boy (or, *all other* boys, — not *any boy*) in the class. *No other* boy (not, *no* boy) is so good as he.

But in a compariosn by **superlatives** *other* is not used :

He is the *best* of *all* the boys (not, all *other* boys). The Himalayas are the *highest* of *all mountains.*

(81) The **Comparatives** (originally **Latin**) *inferior, junior, prior, senior, superior* **are followed by 'to'**, not by **'than'** :

He is *inferior to* me in strength. You are *junior to* him in service. He is *superior to* you in every respect. He is *senior to* you in service.

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1. "Strictly speaking, a thing cannot be more *square,* more *round,* more *perfect.* .... But we still say, for instance, "This is the *most perfect* specimen I have seen". — *Wren and Martin.*
"Words like *full, perfect,* etc. which express completeness may be used in the comparative to denote a nearer approach to the complete notion : *e.g. 'A fuller* account will appear next month.' 'We could not have had a *more perfect* day for the garden party." —*Current English Usage* by F. T. Wood.

2. "*Modern English Usage*" allows *quite, almost, nearly, really, surely, perhaps, absolutely, in some respects,* to modify "unique". But nothing can be *rather, somewhat, very, comparatively* "unique", because there can be no degree of uniqueness.

(82) **Comparatives followed neither by** *than* **nor by** *to* : *former, latter, hinder, upper, inner, outer, elder, utter,* etc. These are followed by *of* when selection is implied :

He got the *upper* hand. I am a member of the *upper of* the two chambers. He is a *former* teacher of this school. I want the *former of* the two.

(83) The use of **that** in such **comparisons** as the following should be carefully noted :

Ram's house is better than *that* of Jadu. The brother of Karim is taller than *that* of Abdul. The population of India is larger than *that* of France. His name is as familiar as *that* of your brother.

If the first sentence were written as, "Ram's house is better than Jadu", it would have meant a comparison between Ram's *house* and *Jadu,* as *man*— an absurdity. Similarly, in other sentences.

Conversely, note the absence of *that* in the following :

India is larger than France. The Indus is longer than the Ganges. I love your brother as much as Jadu.

(84) (*a*) **Superlatives** are generally **preceded** by *the* and **followed** by *of,* except when they are qualified by possessive pronouns or when they qualify the vocative case :

He is *the* wisest *of* the brothers. He is *my dearest* friend. *Dearest friend,* come here at once.

(*b*) **The Absolute Superlative** or **Superlative of Eminence**— The Superlative, often with *a most,* is sometimes used to express a very great degree of a quality, with no idea of comparison (কোন গুণের আধিক্য বুঝাইতে, — তুলনা বুঝাইতে নয়—অনেক সময় *most* ব্যবহৃত হয়) :

It is *a most interesting* book. He is *a most wicked* man. He received me in the *politest* way.

(*c*) **Superlative with "any"** — We often have such sentences as :

He is the *most* popular of *any* man here. The Americans *are the richest* of *any* people in the world.

Though not strictly grammatical, the usage has come to stay.

(85) **Double Comparatives** or **Superlatives** should not be used. We should say :

I am *happier* (not, *more happier*) than he. He is the *noblest* (not, the *most noblest*) of the brothers.

(86) Adjectives of **different degrees** cannot be joined by *and* :

Incorrect	:	He is the *strongest* and very *tall* boy in the class.
Correct	:	He is the *strongest* and *tallest* boy in the class.
Incorrect	:	This town is *more* populous and *very* prosperous.
Correct	:	This town is *more* populous and *more* prosperous. This town is *very* populous and *very* prosperous.

(87) **Use of some adjectives explained** :

(*a*) **Which** and **what** may be used for *persons* and *things* in *all genders* and *numbers* :

Which book or books do you want ? *What* boy or boys can do it ? *Which* man or men will go ?

(*b*) **Either** means (*i*) *one* or *other* of two, or (*ii*) *each* of two, and is followed by a *singular noun* (see Art. 145 and footnote, page 57).

This can be done in *either* way (one way or the other).
There are towns on *either* bank (*i.e.*, both banks) of the Ganges.

(*c*) **Neither** means *not either* (*i.e.*, not the *one* and not the *other*), and is followed by a *singular* noun :

I want *neither* pen.

(*d*) **Preferable** has a comparative force, and hence does not require *more* before it. It is followed by *to*. Thus, we should write :

Health is *preferable* (not, *more preferable*) *to* riches.

(*e*) **Each** and **Every** are followed by the singular number. In phrases like **every three hours,** *every* = each group of.

Note

Do not use the comparative degree after the word **comparatively,** which in itself contains the idea of comparison (*Comparatively*-র পরে comparative degree হয় না). Thus, write, "I am *comparatively well* (not *better*)" today. "He is *comparatively rich.*"

(88) An Adjective is sometimes used as a Noun in the following cases :

(*a*) As an Abstract Noun (singular) :

He is a lover of the *good* (= *goodness* in general) and the *true* (= *truth* in general).

(*b*) As a Common Noun denoting a whole class : it is then preceded by *the,* and has a *plural* sense :

The rich (= rich persons) *are* not always happy. *The brave* (= brave persons) *deserve* rewards.

(*c*) As a name for some particular part of a thing :

He was given the *white* (= the white portion) of an egg. He entered into the *thick* (= thickest parts) of the forest.

(*d*) As a complete noun :

Respect your *betters.*

A few other Adjectives of this kind are *Indians, Europeans, Moderates, Liberals, mortals, nobles,* etc. They take the possessive inflexion and the plural sign like other Nouns.

(*e*) In a number of phrases :

at all, at best, at last, at present, in general, in short, in secret, before long, for good, for better, on high, from bad to worse, the long and the short, in black and white, etc.

(89) Nouns are often used as Adjectives (Epithet Nouns) :

a *letter* box, a *gold* chain, a *goods* train, the *summer* vacation, etc.

EXERCISE 10

(*a*) *Fill up the blanks with proper degree forms of the words in brackets :—*

1. He is — than his brother (tall).
2. He is the — boy in he class (good).
3. He is the — boy in the class (bad).
4. This is the — day of his life (proud).
5. Iron is — than gold (useful).
6. Iron is — of all metals (useful).
7. He is the — of the two (wise).
8. You are — to me than life (dear).
9. He is the — of the two boys (good).
10. He is — than what he was yesterday (bad).

CHAPTER X

DETERMINERS, ARTICLES

(90) Read the following sentences :

Which book do you want ?	That is *our* school.
Some boys are playing.	Have you *any* money ?
Many girls were singing.	*Every* boy will get a prize.
This house is mine.	*All* men are mortal.
Where is *your* house ?	This is his *third* attempt.
Give me *a* pen.	Put *a little* sugar in the cup.
The pen is red.	*Neither* of the boys went there.
Give me *an* umbrella.	*Three* persons were injured in the accident.

In the above sentences, the italicised words *which, some, many, this, your, a, the, an, our, any, every, all, third, a little, neither, three* are words that **fix the nouns that follow them.**

Such words are called **Determiners.**

(91) The following classes of words come under the term **Determiners** :

(*a*) Articles— *a, an, the.*

(*b*) Interrogative Adjectives— *which, what, whose.*

(*c*) Possessive Adjectives— *my, your, his, her, our, their, its.*

(*d*) Demonstrative Adjectives— *this, that, these, those.*

(*e*) Distributive Adjectives— *each, every, both, neither, either.*

(*f*) Adjectives of Quantity and Number— *one, two, three,* etc ; *some, many, any, (a) few, (a) little, several, much, all, enough, first, fifth, great, whole,* etc.

ARTICLES

(92) **A, An** and **The** are called **Articles.**

NOTE : Formerly *Articles* were classed as a separate part of speech ; but now they are classed as Adjectives.

(93) **A** and **An** are called **Indefinite Articles,** because they do *not* point out any *particular* person or thing :

a book = *any* book ; a girl = *any* girl.

They are used only before *singular countable* nouns.

(94) **The** is called the **Definite Article,** because it points to *some particular* person or thing :

the boy = the boy of whom we are speaking or who is known ; *the* girls ; *the* air ; *the* grass.

The definite article can be used before *singular* or *plural* nouns, whether *Countable* or *Uncountable.*

(95) As a general rule, a **Common Noun** in the **singular number should have an article before it.**

Thus, we cannot say, "I have seen *tiger*" ; we should say, "I have seen *a* or *the* tiger".

But a *Common Noun* in the plural does not require *the* unless we want to *particularise.*

Boys love games ; but *The boys* (= those already referred to, or those before us) are playing.

(96) "A" is used before

(*a*) a consonant :

a boy, *a* word, *a* B.A., *a* cow, etc.

(*b*) such vowels that have the sound of "*yu*" :

a ewe, *a* useful thing, *a* unit, *a* European, *a* university, *a* U.N. spokesman, etc.

(*c*) "O", when it is sounded as in "*one*" :

a one-rupee note, *a* one-eyed person, *a* one-man committee, etc.

(97) "An" is used before

(*a*) a vowel :

an eye, *an* idiot, *an* ox, *an* umbrella, etc.

(*b*) a consonant beginning with a vowel sound :

an M.A., *an* M.D., *an* heir, *an* honest boy, *an* hour, *an* S.D.O, *an* F.R.C.S.

N.B. '*An* was formerly used before an unaccounted syllable beginning with *h* (*an* historical work) ; but now that the *h* is sounded, the distinction has become pedantic, and *a historical* should be said and written ; similarly *an humble* is now meaningless and undesirable" —*MEU.*

(98) Other uses of 'A' and 'An' :

(*a*) **Generalizing "A" or "An"** — *A* or *An* is sometimes used before a noun to indicate a class (সাধারণভাবে সকলকে বুঝাইতে) :

A son should obey his father. *An ant* is an industrious creature.

(*b*) A is used as a **preposition—**

He went *a* hunting (= on hunting). Potatoes sell at one kilo *a* (per) rupee. I get sixty rupees *a* month.

(*c*) **A** is used in the sense of *a certain* :

A Mr Bose came to see me.

(*d*) **A** and **An** are also used in a number of *phrases* :

in *a* temper, to have *a* cold, to take *an* interest in, in *a* hurry.

(*e*) **A** is sometimes used to mean *a single* or *any* :

There was not *a* man to support him, though no one spoke *a* word against him openly.

(*f*) **A** sometimes means *one like* :

He thinks he is *a* Sarat Chandra.

(*g*) **A** is used before other determinatives like *few, little, lot of* :

There are *a* few apples on the table. There are *a* lot of books in the library. There is *a* little water in the jug.

Note

It is also possible to say : 'few apples', 'little water' but such constructions convey different meaning. They will mean 'not many', 'not much'.

(*h*) **A** or **An** is also used in certain *exclamatory sentences* beginning with 'what' :

What *a* thing to say ! What *an* awful comment to make !

(99) Rules for the use of "The" : *The* is used before :

(*a*) (*i*) The names of :

Rivers (নদী)	:	*The* Ganga, *the* Thames, *the* Brahmaputra
Seas (সমুদ্র)	:	*The* Black Sea, *the* Arabian Sea
Gulfs (উপসাগর)	:	*The* Persian Gulf, *the* Gulf of Mexico
Mountain ranges[1] (পর্বতমালা)	:	*The* Himalayas, *the* Alps
Groups of islands[1] (দ্বীপপুঞ্জ)	:	*The* Andamans, *the* West Indies, *the* Philippines
Ships (জাহাজ)	:	*The* Titanic, *the* Harshavardhan
Newspapers[2] (খবরের কাগজ)	:	*The* Ananda Bazar Patrika, *the* Bartaman
Holy books[3] (ধর্মগ্রন্থ)	:	*The* Gita, *the* Bible, *the* Quoran
Noted public places and historical buildings (সাধারণের স্থান এবং ঐতিহাসিক বাড়ী)	:	*The* Secretariat[4], *the* cinema, *the* theatre, *the* High Court, *the* Assembly House, *the* Tajmahal, *the* Victoria Memorial Hall
Important events (বিখ্যাত ঘটনা)	:	*The* French Revolution, *the* Sepoy Mutiny, *the* Gulf War, *the* Durga Puja
Trains, planes and spacecraft (ট্রেন, প্লেন বা আকাশযান)	:	*The* Rajdhani Express, *the* Kaniska, *the* Skylab, *the* Sputnik, *the* Bombay Mail
Deserts (মরুভূমি)	:	*The* Sahara, *the* Gobi
Shops, hotels, restaurants, institutions, clubs, theatres, etc. where the name is not a personal one.	:	*The* Taj Bengal, *the* Army and Navy Stores, *the* Blue Fox, *the* Great Eastern Hotel, *the* Calcutta Club, *the* National Library, *the* Globe Cinema, etc.

(*ii*) Descriptive geographical or significant names :

The Punjab, *the* Deccan

(*iii*) The name of a country that is a union of smaller entities :

The United Kingdom (*the* U.K.), *the* United Arab Emirates (the UAE).

(*iv*) The name of a country that is plural in form :

The Netherlands, *the* United States of America (*the* U.S.A.)

(*b*) *Singular Common Nouns* to represent a whole *class* :

The dog is a faithful animal. *The* cow eats grass. **(Generalizing 'The').**

(*c*) Nouns to point out a person or thing *known* or *already referred to* :

Come into *the* garden (the garden before the speaker). I went to *the* club. I do not like *the* fellow (the fellow already referred to). **(Familiar 'The').**

(*d*) Singular nouns referring to things of which *only one exists,* and before directions, e.g. north, south, east, west when they are *nouns* :

the earth, *the* sun, *the* sky, *the* east, *the* west

He lives in *the* south (noun : an area in the south).

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[1] But not before a *single* mountain or a *single* island : *Everest, Greenland, Java.*

[2] Articles (*a, an, the*) are usually in practice included into the body of sentences, and not included in the title. We write "Have you seen the *Daily Telegraph today* ? rather than ..... seen *The Daily Telegraph....*" —Good English by G.H Vallins.

[3] We say, *'The Paradise Lost* of Milton', but 'Milton's *Paradise Lost'* ; *'The* Twelfth Night of Shakespeare' but 'Shakespear's *Twelfth Night'*.

[4] *The* Parliament—but member of Parliament.

But, Go south (adverb : in a southern direction).

(*e*) *Superlatives* :

He is *the* best of them.

(*f*) *Comparatives* : (*i*) *as adverbs* :

The more *the* merrier. **(Instrumental 'The')** ; *The* earlier, *the* better.

(*ii*) *as contrast* :

He is *the* cleverer of the two boys.

(*g*) A *national* name (জাতীয়তাবাচক শব্দ) with a plural notion to denote a *people* collectively. Without *the,* such a noun indicates the *language* of the people.

{ *The English* (= the English people) are industrious.
{ *English* (= the language) is a rich language.

{ *The French* (= people of *France*) fought hard.
{ I am learning *French* (= the language).

(*h*) *Adjectives* with a *plural* notion, to indicate a whole class of persons (Adjective এর পূর্বে, সেই গুণান্বিত **সমস্ত** মানুষকে বুঝাইতে). But we should not combine both the forms.

The rich (= rich men) *are* not always happy.
Rich men are not always happy.
The rich man is not always happy.

But not, *The rich men are* not always happy.

There is a school for *the blind* in the city.

(*i*) Common Nouns as a substitute for the *Possessive Adjective* :

I struck him on *the* (his) head ; He stared at me in *the* (my) face. **(Possessive 'The')** ; He was wounded in *the* leg.

(*j*) Nouns defined by *adjectives* or *adjectival phrases* or *clauses* :

the black dog ; *the* immortal Kalidas ; *The* men who came here yesterday are my friends.

(*k*) Some **Adjectives** and **Common Nouns** in the singular number to express **an abstract idea** :

Do not leap in *the dark. The future* (= futurity) is unknown to us. Check *the beast* (= animal nature) in you. *The mother* (= motherly feelings) in her could not bear the sight.

(*l*) Adjectives, to denote *particular parts* of things :

He likes *the yellow* of an egg. He entered *the thick* of the forest.

(*m*) *Ordinal* numbers written in letters ; but when written in *Roman notation,* no article is used.

George *the* Fifth (but, George V) ; Chapter *the* Second (but, Chapter II)[1].

(*n*) Nouns, to indicate a *profession* :

He joined *the* Bar or *the* Church (became a lawyer or a clergyman).

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[1] In writing the date we nowadays omit *the* and *of* but in reading that date we generally put them in : March 10th (*The* tenth *of* March) ; 16th August (*The* sixteenth *of* August, or August *the* sixteenth).

(*o*) The names of *musical instruments* :

He plays *the* violin.
But, he has *a* violin.

(*p*) The *plural names of families* :

the Browns, *the* Boses.

(*q*) Proper, material and abstract nouns to make them *Common* :

Kalidas is *the Shakespeare* of India. *The water* of the Ganga.

(*r*) *The* is sometimes used before a *noun* to give it the *force of a superlative* :

He is *the* singer of the day.

(*s*) A *unit of measurement* to mean 'every' :

My car does forty miles to *the* gallon. Eggs are sold by *the* dozen. Cloth is sold by *the* metre. He gets paid by *the* hour.

(*t*) An *adjective qualifying a proper noun* following it :

The late Pandit Nehru, *the* Great Mahatma Gandhi, *the* immortal Sarat Chandra.

100 Omission of Articles : No *article* is used :

(*a*) Before *Proper, Material,* or *Abstract* Nouns, except when they are particularised :

Ashoka (but, *the kind* Ashoka), Homer (but, *the* Homer of India), gold (but, *the* gold of Australia), honesty (but, *the* honesty of the boy).

(*b*) Before *Common* Nouns in the *plural* number, except when they are particularised :

dogs bark ; *cows* eat grass ; but, *the* dogs of my house ; *the* cows that I bought.

(*c*) Often before a *Common* or *Collective* Noun, preceded by the phrases *kind* or *species* or *sort of,* or when *used in its widest sense* :

What *kind* or *sort of man* is he? He is a different *kind of man. Man, bird* and *beast* — all are subject to death. Always keep good *company.* But we say : The banian is *a kind of tree.* Malaria is caused by *a species of mosquito.*

(*d*) Before *man* in the sense of mankind, and before *father, mother,* and *baby* when a particular one of them is meant (সমগ্র **মনুষ্যজাতি অর্থে** *man,* এবং বক্তার বাবা, মা, শিশু অর্থে *father, mother* ও *baby*-র পূর্বে) :

Man is mortal. *Father* or *Mother* (*i.e., my* father or mother) says so.

(*e*) *Cook, nurse,* etc. take no article in the sense of 'our cook', 'our nurse' :

Cook has given notice.

(*f*) In many *idiomatic phrases* :

To take *root* (to be firmly established) ; to call to *mind* (to remember) ; to give *ear* to (to hear) ; to set *foot* on ; by *boat* ; *at night* ; send *word* ; at *home* ; to attend *school* ; by *land* ; on *horseback,* etc.

(*g*) Before the words *school, church, prison, hospital, college, court, market* and a few other names of localities, besides *table* and *bed.* These take no article when we think of the use made of the building or object.

Ram goes to *school* at 10 o'clock (to learn). Ram has gone to *the* school (not to learn but just to see the place). They took him to *hospital* (for treatment). They took him to *the* hospital (just to see the place). Rabin once hit a ball right over the top of *the school* (school building).

(*h*) Before the names of *squares, buildings, parks, streets,* etc., consisting of

a Proper name (either a person or a place) :

Buckingham Palace, Curzon Park, Rashbehari Avenue.

Note

But *the* Albert Hall and *the* Thackersey Hotel are also in use.

(*i*) Before the names of *meals* (as a part of the daily routine) :

We have *dinner* at 8 p.m.

(*j*) Before names of *seasons* and *festivals,* though the definite article may also be found in certain general statements :

Winter is the best time for picnics. The first time I was in Kashmir was in *the Autumn.*

(*k*) Before *titles* when they are used in *appositon* to a Noun :

Mr. Bose, *Principal* of our college, is a well known man.

(*l*) Before complements to *factitive verbs* :

Sumit was elected *captain.* They made him *President.*

(101) Repetition of the Article : (a) When two or more Nouns joined by *and* refer to the *same thing,* the Article is used only before the first ; but if they refer to *different* persons or things, the Article should be repeated before each (*And* দ্বারা যুক্ত একাধিক *noun* **যদি একই** ব্যক্তি বা বস্তুকে বুঝায়, তাহা হইলে শুধু **প্রথমটির** পূর্বে *the* বসে ; কিন্তু যদি **বিভিন্ন** মানুষ বা বস্তুকে বুঝায় তাহা হইলে **প্রত্যেকটির** পূর্বে *the* বসে) :

The Secretary and *the* Treasurer *have* done this (*two* separate men).

The Secretary and Treasurer *has* done this (the *same* man).

Write either *'The* first and *the* second *boy'* or *'The* first and second *boys'* to refer to *two boys.*

(*b*) In a **comparison,** if two Nouns refer to the *same* object, the Article is used before the *first Noun* only. But if the Nouns refer to different objects, the Article is used before *each Noun* :

The same person	He is *a* better poet than speaker. He is *a* better poet than pleader.
Different persons	He is *a* better poet than *a* speaker (would make). He is *a* better teacher than *a* pleader (would make).

(*c*) When *two* or *more Adjectives refer to the same Noun,* the Article is used before the first :

I have *a brown* and *white* cat (one cat).

(*d*) When *two* or *more Adjectives refer to different Nouns,* the Article is used before each Adjective :

I have *a brown* and *a white* cat (2 cats).

EXAMPLES WORKED OUT

A. *Fill in the blanks with proper articles* (*a, an, the*) :

1. I want —— pen and ——umbrella.
2. Is he ——European ?
3. His brother is —— engineer but his sister is ——doctor.
4. We took —— man to —— doctor.
5. —— man you saw with me is my brother.
6. He is —— M.A. in English.
7. Have you read —— Bible ?
8. We have never seen —— honest man like him.
9. I read —— Statesman which is —— very popular newspaper here.

23. The rice is our chief food.
24. From U.S.A. I went to the Austraila.
25. He has joined bar, but I shall join church.
26. I have read Vedas, Bible and Koran.
27. The Bengali is spoken by Bengalees.

CHAPTER XI

PRONOUNS

(102) Classification— Pronouns may be divided into the following **eight classes :—**

(*a*) **Personal** (including **Possessive**) — *I, thou, ye, you, he, she, it, hers, ours,* etc.

(*b*) **Demonstrative** — *This, that, such, so,* etc.

(*c*) **Relative** — *Who, which, that, what, as, whoever, whatever, whichever,* etc.

(*d*) **Interrogative** — *Who, which, what,* etc.

(*e*) **Distributive** — *Each, either, neither,* etc.

(*f*) **Reflexive** and **Emphasising** — *Myself, thyself, himself,* etc.

(*g*) **Indefinite** — *One, any, some, they,* etc.

(*h*) **Reciprocal** — *Each other, one another.*

Personal Pronouns

(103) Personal Pronouns are so called because they stand for **persons,** *viz.*-

(*a*) The **First Person** which denotes the person or persons *speaking* : as, *I, my, me, we, our,* etc.

(*b*) The **Second Person** which denotes the person or persons *spoken to* : as, *you, thou, your,* etc.

(*c*) The **Third Person** which denotes the person or persons *spoken of* : as, *he, she, it, they, their,* etc.

(104) Declension of Personal Pronouns :—

Person	*Number*	*Nom.*	*Possessive*	*Objective*
1st Person	Singular	I	my, mine	me
	Plural	we	our, ours	us
2nd Person	Singular	thou	thy, thine	thee
	Plural	ye, you	your, yours	you
3rd Person	Sing. (masc.)	he	his	him
	(fem.)	she	her, hers	her
	(neuter)	it	its	it
	Plural	they	their, theirs	them

(105) (*a*) Personal Pronouns *I, we, she, he, they* are all used as subjects in the Nominative :

He knows.
We shall go.
I know the boy.
They were present there.

The objective forms *me, us, her, him, them* are used as direct and indirect objects of *verbs* or after *prepositions* :

I saw *her.*
He talked with *me.*
We tried for *him.*
I gave *him* a book.
Ram spoke to *her.*
Between *him* and *me.*

(*b*) In formal English, when the pronoun comes after the verb *to be,* the nominative form of the pronoun is the grammatically correct usage :

Who's there ?
Was it *he* ?
It is *I.*
Yes, it was *he.*

In informal conversation, however, the objective form is often used after the verb *to be* (See Art. 470, Note) :

Who's there ?
Was it *he* ?
It's *me.*
Yes, it was *him.*
I wouldn't have done this, if I were *him.*

Do you think he did it ?
I amn't sure. It might have been *him.*

(In formal English *It might have been he* is preferred).

But the nominative form must be used when the pronoun acts as *subject* of a verb and is followed by a clause :

It was *he* (not *him*) who helped me.
It was *I* (not *me*) who arranged for the meeting.

(*c*) When a pronoun is put with some other word in the objective case, the pronoun must also be in the objective case :

The boy is known to *him* and *me* (not *I*).
I brought this for *you* and *him* (not *he*).
The book may be given to *Ram* or *me* (not *I*).
You abused both *him* and *me* (not. *I*).

(*d*) The case of the pronoun following *than* and *as* has to be determined by mentally supplying the verb (See Art. 472) :

He is more intelligent *than* I (am).
He is taller *than* I (am).
He knows you more *than* (he knows) *me.*
He is not so strong *as* you (are).
He loves you as much *as* (he loves) me.
I don't have more money *than* he (has).

In colloquial style, however, the objective form is often used in place of nominative after verb *to be* followed by an *adjective* :

He is more intelligent than *me* (than I am).
He is taller than *me* (= than I am).
You are cleverer than *him* (= than he is).
He is richer than *us* (than we are).
He is several years older than *me* (than I am).

(*e*) With transitive verbs, choice of the subject and object forms depends upon the sense of the complete sentence :

I know you better than *he* (does) (= he knows you).
I know you better than *him* (= I know him).
You like her as much as *I* (= as I like her).
You like her as much as *me* (= as you like me).

He helped you as well as *I* (= as well as I helped you).
He helped you as well as *me* (= as well as he helped me).

(*f*) *'Between'* is a preposition and any pronoun that follows it must be in the objective case :

Between *you* and me.
Between *her* and *she*.
Between *him* and *me*.
Between Ajoy and *me*.
Between *you* and *him*.

'But' when used as a preposition is followed by a pronoun in the objective case :

Nobody was present there but *me* (not *I*).
None but *him* (not, *he*) passed the test.

'Let' is followed by a pronoun in the objective case :

Let *us* go.
Let *him* and *me* do the job.

106 It will be seen that the Possessive Cases of most of the Personal Pronouns have two forms. Of these :—

(*a*) *My, thy, her, its, our, your, their* are called **Possessive Adjectives,** because, like adjectives, they are used before nouns : *my* book, *your* name, *its* colour. They are also called **Pronominal Adjectives** because they are formed from pronouns.

(*b*) *Mine, thine, hers, ours, theirs* are called **Possessive Pronouns,** because they are now used without the noun and *instead of* the noun to which they refer : Whose coat is this ? It is *mine* (= my coat). (See Art. 108).

(*c*) *His* is used both independently and before a noun ; as, This book is *his*. or, This is *his* book.

107 **Double Possessive**— *Hers, ours, theirs* are called Double Possessives, because they are twice inflected, *r* and *s* being two possessive suffixes.

108 **Mine, thine, hers, ours, yours, theirs** are used :—

(*a*) When the noun is understood : "Whose book is this ? It is *mine.*" "This is my pen ; where is *yours* ?"

(*b*) When a verb comes between the noun and the pronoun : "This book is *mine*". "This house is *theirs.*"

(*c*) When the pronoun is preceded by *of* : This book *of mine* is cheap.

Caution : The Possessive forms **hers, ours, yours, its, theirs, etc. should never be written with the apostrophe.** Thus, it is wrong to write *her's, it's, your's* or *yours', their's* or *theirs'*, etc. *Its* should not be confounded with *it's* which means *it is* or *it has.*

109 **Possessive of Interest** is the possessive case of Personal Pronouns sometimes used familiarly to express interest :

Our hero (= the man in whom I and my readers have taken so much interest) now left the field.

110 **The Gender and Number of Personal Pronouns :—**

(*a*) The pronoun must be of the *same gender* and *number* as the noun for which it stands but when the sex is uncertain, or not clearly stated, we commonly

use the neuter pronoun *it* (Pronoun-এর number ও gender উহা যে Noun-এর পরিবর্তে বসিয়াছে তদনুযায়ী হয়। Noun-টি স্ত্রী কি পুরুষ বুঝা না গেলে আমরা সাধারণতঃ উহার পরিবর্তে *it* ব্যবহার করি) :

The *boy* (or *boys*) *has* (or *have*) done *his* (or *their*) work. The girl (or *girls*) has (or *have*) done *her* (or *their*) work. *It* is a healthy baby.

(*b*) But when the neuter form is not allowable, we sometimes use *two pronouns,* one masculine and the other feminine :

Every *member* can express *his* or *her* views.
Every *boy* or *girl* may do as *he* or *she* likes.

Sometimes we use only the masculine form : Every *candidate* must bring *his* own pen. Each must do *his* best.

(111) The uses of "we" — *We* denotes the *speaker* and *others,* male and female. It is used for **"I"** —

(*a*) When *one* speaks for *several* (একজন মাত্র লোক আরও অনেকের **প্রতিনিধিরূপে** কথা বলেন). This is called the **Representative "we" :** *We* welcome your Excellency (as the Chairman of a Municipality would say). *We* find the prisoner guilty (as the foreman of the jury would deliver his verdict).

(*b*) By a person in *high authority* or *official capacity* (রাজা বা কর্তৃস্থানীয় একজন লোক). This is called the **Royal "we".** *We* (the King) follow the footsteps of *our* ancestors.

(*c*) By the *editor* of a newspaper, to represent the whole people (জনসাধারণের প্রতিনিধিরূপে পত্রিকার সম্পাদক). This is called the **Editorial "we"** : *We* suport the measures proposed by Government.

(*d*) To represent *mankind* at large : *We* must do our duty.

(112) Thou is seldom used except in : —

(*a*) *Poetry* : as, *Thou* art, O God !

(*b*) *Prayer* : as, *Thou* (i.e., God) lovest us all.

Formerly, it was used in *expressing familiarity* or *contempt* : as, *Thou* art a mean fellow.

(113) You is now used both in the singular and in the plural with *always a plural* verb : Ram, *you are* a wise man (sing.). Boys, *you are* to do this (plu.).

(114) Ye is an old form and is now used chiefly in :—

(i) Poetry : *Ye,* Hills and Dales.

(ii) Some familiar phrases : How d'*ye* do ? (*POD*).

(115) Uses of "It" : It is used—

(*a*) For *lower animals,* unless we clearly wish to refer to them as male or female. The *dog* follows *its* master.

(*b*) For *little children, male* or *female* : The *child* (or *baby,* or *infant*) is crying for *its* mother.

(*c*) As the **preparatory** or **provisional subject** to refer to an *infinitive* or a *clause* after it (পরবর্তী infinitive ও clause-এর পরিবর্তে) : *It* is good *to swim. It* is known *that he is dead.*

(*d*) For an *inanimate object, clause* or *phrase,* or *the idea* contained in it : Buy the *book* and give *it* to him. *Honesty is the best policy ;* he knows *it. To swim* is good ; *it* improves health.

(*e*) As the **provisional object** for an object to come after (পরবর্তী কোন object-এর পরিবর্তে) : I consider *it* wrong *to do so.* I consider *it* wrong *that you should behave in this way.*

(*f*) To **emphasise** (জোর দিবার জন্য) a word or a phrase : *It* is *you* (*It* was *they*) that did it. *It* was *with difficulty* that I did it.

(*g*) **Impersonally,** as the subject of impersonal verbs : *It* rains.

(*h*) As the subject of the verb "to be" to refer to *time, weather,* etc. (Time, weather ইত্যাদি বুঝাইতে "to be" verb-এর subject রূপে). *It* (= the time) is 5 o'clock now. *It* (= the weather) is hot today. *It* (= the distance) is six miles from here.

(*i*) As a sort of *Cognate Object* (Cognate object রূপে): I shall fight *it* (= the fight) out to the last.

(116) Arbitrary use of "It" — *It* may be applied to all *members, genders,* and *persons* when it is used at the beginning of a sentence for emphasis : *It* was *I* (or *you,* or *she,* or *he,* or *they*) that did it. *It* was these *books* that I wanted.

EXERCISE 12

(*a*) *Point out the Personal Pronouns and state the person, number and gender of each* :—

1. He told me to follow him.
2. I have lost the book you gave me.
3. Do as I tell you.
4. I have sent your brother to him.
5. They are angry with me.
6. A friend of yours asked me for it.
7. You have wronged me.
8. It is a pleasure to talk with him.
9. This book is his, not yours.
10. We will follow you.
11. He told them that they should mind their business.
12. It is known that you helped him.
13. I know that it was they that did it.
14. We should do what you tell us to do.
15. It was these books that I wanted.
16. It is five o'clock now.
17. I thought it was wrong to oppose him.
18. This pen is his, where is mine ?
19. It was with pleasure that I did the work.
20. It is said that you gave them that advice.

(*b*) *Put correct Pronouns in the blank spaces* :—

1. He is older than — (me, I).
2. He is as strong as — (they, them).
3. None is so blind as — that will not see (them, they).
4. He knows that it was — who did the work. (I, me)
5. Let — go there (we, us).
6. Who did it ? It was not — (I, me).
7. It was — that did it (I, me).
8. He and — went there together (I, me).
9. They are better than — (we, us).
10. Let you and — start at once (I, me).
11. Can you sing as well as — (they, them) ?
12. Nobody will go there but — (I, me).
13. It is — who can help you (he, him).
14. She reads in the same class as — (they, them).
15. Who is right between you and — (he, him) ?
16. He came here to see you and — (me, I).
17. You are not so poor as — (him, he).
18. It is — who is responsible for this. (him, he).
19. The boy is known to him and — (I, me).
20. What would you do if you were — (he, him) ?
21. They asked my brother and — to see him. (I, me).
22. All the girls except — were present there (her, she).
23. I do not think — (they, them) are more competent than — (us, me).
24. It is — (her, she) who got the prize, not — (I, me).
25. I cannot depend on a man such as — (he, him).

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Demonstrative Pronouns

(117) The words *this, that, these, those, such, so, the same, one,* when used alone, are Demonstrative *Pronouns* ; when used with nouns, they are *Adjectives.* (*So* cannot be used as an adjective) :

This (or *That*) is my house. What I mean is *this. Such* (= what was suggested) was not my object.

These are called *Demonstrative Pronouns* as they point out some objects to which they refer.

This and these refer to something that is near to the speaker in position, time or thought ; *that* and *those* denoting something being more distant : *This* house is ours, not *that.*

(118) The **uses** of **this** and **that** as Pronouns :—

(*a*) When two nouns have been mentioned before, *this* refers to the *latter,* and *that* to the *former* (পরের জিনিষটি বুঝাইতে *this* এবং আগের জিনিষটি বুঝাইতে *that* ব্যবহৃত হয়):

"Work and play are both necessary ; *this* (= play) gives us rest, and *that* (= work) gives energy." "Dogs are more faithful than cats ; *these* (= cats) attach themselves to places, and *those* (= dogs) to persons."

(*b*) They are often used for preceding nouns or clauses :

The book is better than *that* (= book) of Jadu. I have read Latin, and *that* (I have read Latin) at Oxford. He went there, and *this* (= the fact that he went there) proves his courage.

(119) **Such** as a Demonstrative Pronoun stands for a noun or phrase ; it may be used for either number : If you are my *friend* (or *friends*), show *yourself* (or *yourselves*) as *such.*

(120) **The same** is a Demonstrative Pronoun in "I will do *the same* as you (= *that* which you do)."

The use of *the same* for *it* in such sentences as "He filed a petition, I have gone through *the same,*" is now restricted only to legal documents.

(121) **So** is a Demonstrative pronoun after *say, think, tell,* etc. : as, "I said or think *so*", where *so* = *this* or *that.*

In "I was talking to *so* & *so*" ; "We walked a mile or so" (= about the distance) *so* is an Indefinite Demonstrative.

(122) **One** and its plural **Ones** are Demonstrative Pronouns when they stand for preceding nouns :

He got a prize last year, but did not get *one* (= a prize) this year. These oranges are not ripe ; please send me some ripe *ones* (= oranges).

E EXERCISE 13

Fill up the blanks with Demonstrative Pronouns :—

1. This boy is taller than —.
2. — is a lame excuse.
3. — was a lame excuse.
4. If you are a friend, prove yourself as — .
5. His house is bigger than — of Jadu.
6. These things are better than — supplied by him.

7. He said —.
8. His works are like — of his brother.
9. Both are good, but — is more useful than —.
10. I helped him, and — proves that I love him.
11. I helped him, and — proved my love for him.

Relative Pronouns

(123) The principal Relative Pronouns are *who, which, that, what* ; *as* and *but* are also used as Relatives.

Note

As a Relative Pronoun joins sentences like a conjunction, it is also called **Conjunctive Pronoun.**

(124) The word to which the Relative Pronoun refers is called the **Antecedent.** In "The *book which* you gave me is lost", "I want the *boy that* did it", *book* and *boy* are antecedents of *which* and *that* respectively.

(125) Uses of Relative Pronouns :

(*a*) **Who** refers only to *persons* : I know the *man who* came.

(*b*) **Which** refers only to *things without life, animals,* and *babies.* The meeting *which was* held in the park was attended by five hundred people. This is the *book which* he bought. This is the *dog which* I saw. The *baby which* was crying is now quiet.

Which is also used for a **preceding** clause : He passed the examination, *which* (= the fact that he passed) pleased everybody. It was raining hard, *which* (= and this) kept us indoors.

(*c*) **That** refers to *persons, animals* and *things* : This is the *man* or *dog* or *book that* I saw.

(*d*) **What** refers only to *things.* There is a great difference of opinion about its proper nature :

(*i*) According to some, its antecedent *that* is almost always understood :— I know (*that*) what you say. (*That*) what you say is true.

(*ii*) Some call it a **Compound Relative,** because the antecedent is said to be contained in it, the word being equivalent to *that which.* "But this is not correct, for the antecedent is sometimes expressed, either (*a*) in a subsequent clause, or (*b*) immediately after the relative itself :— *What* I tell you in darkeness, *that* speak ye in the light. Take *what help* you can get." — *Nesfield.*

(126) Declension :— *Who* and *which* are declined as follows ; *that* is not declined.

	Sing. and Plural	Sing. and Plural
Nom.	Who	Which
Poss.	Whose	of which (also rarely, 'whose')
Obj.	Whom	Which

Note

"Whose" as the possessive of "which" is often not only convenient but also desirable. Fowler characterises the rigid adherence to *which* as pedantic. "Thus, 'He was convicted in a court, of *whose* rules of procedure he was ignorant' is better than '.... in a court, of the rules of procedure of *which* he was ignorant'."

127 The uses of **who** (nominative) and **whom** (objective) are very often confused. Carefully note the following :

The man *who* (not *whom*) came here was my uncle.
I know Mr Sarkar, *who* (not *whom*) is a big businessman.
He is a person *whom* (not *who*) you can trust well.
He is a person *who* (not *whom*), I believe, is quite trustworthy.
Who (not *whom*) do you think has done it ?
These are the boys *who* (not *whom*) were present there.
These are the boys *whom* (not *who*) I saw there.
To *whom* (not *who*) do you want to talk ?
Please tell me to *whom* I should speak.
The boys, of *whom* you are speaking, came to see me.

Note

"*Whom* is the technically correct accusative form and is used in formal written and spoken English. In ordinary conversation, however, it is much more common to use **who** as the accusative form, so that we can say :

Whom did you meet ? (formal) or *Who* did you meet ? (informal)

There is no difference in meaning but the second is more usual than the first. Similarly we can say :

Whom did you help ? or *Who* did you help ?

In formal English the preposition is immediately followed by *whom* :

With whom did you go ?

But in ordinary spoken English it is more usual to move the preposition at the end of the sentence. The *whom* then normally changes to *who* :

Who did you go *with* ?"— *Thomson & Martinet*

Similarly, we can write :

Who (*whom*) else did you see ? — I saw his brother.
Who (*whom*) did she pay ? — She paid Sita.
Who did you give it *to* ?

The last three examples in Art. 127 above can then be written as :

Whom do you want to talk *to* ? or *Who* do you want to talk *to* ?

Please tell me *whom* I should speak *to* ; or Please tell me *who* I should speak *to*.

The boys, *whom* you are speaking *of*, came to see me. or The boys, *who* you are speaking *of*, came to see me. (See Art. 280)

128 **Compound** or **Generalizing relatives** *whoever, whatever, whichever,* and the more emphatic forms *whosoever, whatsoever,* give the meaning of *totality* :

Whoever (= anybody who) comes is welcome. He got *whatever* (= anything that) he wanted. Take *whichever* (= any which) you please.

129 **Uses of who** and **which** :—

(*a*) **Restrictive**— *Who* and *which* have a *restrictive* force when they *limit* or *define* the meaning of the antecedent : This is the boy *who* did it. This is the book *which* I bought.

(*b*) **Continuative, Co-ordinate** or **Conjunctive**— *Who* and *which* have sometimes a continuative force and are used only to make some *additional* statement about the antecedent. *They may then be replaced by a conjunction and a pronoun* : You must obey your parents, *which* (= and this) will win you the love of others. I saw your father, *who* (= and he) recognised me.

Note

(*a*) No 'comma' is generally placed before the Relative Pronoun when it is used in the restrictive sense ; but when it is used in the continuative sense, it generally takes a comma before it. But see Art. 418 Note (*b*).

(*b*) Another distinction is that *who* and *which* in the latter may be replaced by a conjunction and a pronoun (as in examples above).

(*c*) **Who** and **which** are also used **adverbially** to imply a **cause** (কারণ) or a **purpose** (উদ্দেশ্য) :—

Cause — Dutt, *who* (= *because* he) had been found guilty, was fined. The picture, *which* (= *because* it) was spoiled, has been thrown away.

Purpose — I shall send my brother *who* will (= *that* he may) do the work. He has sent me a dog *which* will (= *that* it may) guard my house.

130 **That** is always used in a *restrictive sense.* It is used **instead of "who"** and **"which"** :—

(*i*) After Adjectives in the superlative degree :—

He is the *best* man *that* I ever saw.

(*ii*) After *same, any, all, only, one,* etc. that require a defining clause after them :—

Is this the *same that* (also, *as*) you showed me before? (Pocket Oxford). *All that* I want is this. He is the *only* boy *that* did it. Answer *any that* you can.

(*iii*) After the Interrogatives *who* and *what* :—

Who is the boy *that* did it? *What* is it *that* you want?

(*iv*) After two antecedents, one requiring *who* and the other *which* :—

Many are the *men* and *countries that* I saw.

131 **And which, but which**— As the Relative itself is like a conjunction, it is wrong to use *and* or *but* before *which* except to join two clauses adjectival to the same antecedent :

I have seen the picture, *which* you have painted *and which* is very lifelike. I went to his house, *which* is far away from the town *but which* can be reached easily by motor car.

But it is wrong to write :

He asked me to go there, *but which* I refused.

There was a shower of rain, *and which* confined us indoors.

132 **As** is a Relative Pronoun when it comes after *the same, such, as much, as many,* and is applied to both *persons* and *things* :

This is *the same* book *as* that. Only *such* boys *as* have passed need apply. I give him *as much* (or, *as many*) *as* he required.

Note

As is not always a **Relative Pronoun** whenever it comes after another *as*.

Thus, in 'Come *as* soon *as* you can', 'I shall work *as* hard *as* possible', the second *as* is a Conjunctive Adverb.

133 **As** is sometimes used independently as a Relative Pronoun for an unexpressed Antecedent to be gathered from the main sentence : This is true, *as* (= *a thing which*) I said before. Mr Bose, *as* (= *which fact*) is well-known, is a rich man.

134 **The same** is also followed by *that* : This is *the same* book *that* I lost.

Note

Rules for the use of *"that"* or *"as"* after *"the same"* :—

[1](*a*) Where the verb is *expressed* after it, we may use both *as* and *that* : This is *the same* book *as* (or, *that*) I lost.

[1]But *A.B.C. of English Usage* condemns the use of *that* after *same* even in such cases, and asserts that *same* should always be followed by *as*.

(*b*) But when the verb is *understood,* we always use *as* : This is the *same* book *as* mine.

Note

The use of *who* or *which* after *same* and *such* is coming into vogue ; but it is better for students to avoid it.

(135) **But** is used as a Relative Pronoun when it means *that not* (যে না). As it has a negative sense, and is used after a negative word, it is sometimes called a **Negative Relative :** There is no man *but* (who not) wishes to be happy.

(136) **Relative Pronouns agree in number, gender and person** with their antecedents.

I *who am* your master say so. You are the *person* (or *persons*) *who is* (or *are*) guilty. This is the *lady that* lost *her* ring. It is useless to *me who am* ill.

(137) **Omission of a Relative Pronoun**— The Relative Pronoun is often omitted when it is *the object of a verb* or *of a preposition.* He is the man (*whom*) I saw. The book (*which* or *that*) I bought is lost. I know the day (*on which*) he came.

(138) A noun or pronoun in the **Possessive Case** should not be used as the **antecedent** to a Relative Pronoun (Possessive case-এর কোন noun বা pronoun কখনও Relative Pronoun-এর antecedent হইতে পারে না). Thus, instead of writing, "I went to the *man's* house *who* is my friend," we should write, "I went to the house of the *man who* is my friend."

E EXERCISE 14

(*a*) *Join the following sentences with Relative Pronouns* :—

1. I know the boy. He did it.
2. The book is lost. I bought it.
3. Delhi is the capital of India. It is an old city.
4. This is the girl. You helped her.
5. You gave me a pen. It is a good one.
6. Here is the book. You lost it.
7. I helped the men. Their houses were burnt down.
8. You have taught me a lesson. I shall not forget it.
9. These are your friends. They have come to see you.
10. A boy came to me. His name I do not know.
11. I shall tell it to Ram. You know him.
12. A boy came to me. I had never seen him before.
13. This is a nice pen. I bought it yesterday.
14. The doctor prescribed a medicine for me. I have bought it.
15. I have got the thing. I wanted it badly.
16. You must obey me. I am your superior.
17. The cows are returning home. They were grazing in the field.
18. Our Headmaster is respected by all. There he goes.

(*b*) *Point out the Relative Pronouns and their Antecedents* :—

1. The book which I bought is lost.
2. My father, whom you saw, will come tomorrow.
3. Delhi which is the capital of India is an old city.
4. Do you know the girl who came here ?
5. Patanaik whom you know is the owner of the house that you saw.
6. This is the same book as I want.
7. Such water as we found was impure.
8. Attend to what I tell you.
9. It is the best novel I have ever read.
10. There is none here but knows me.
11. She is the only girl that was present.
12. This is the book you gave me.
13. Where is the boy I sent to you ?
14. He is a scholar who has won great fame.
15. The dog that saw the fox ran after it.
16. There goes our Headmaster who is respected by all.
17. There is no mother but loves her child.
18. The people, who are poor, begged for help.
19. This is what we all want.
20. Bring me the book that is on the table.
21. I know none but was aware of it.

(c) *Fill in the blanks* :—

1. Such boys — were absent will be punished.
2. Only such things are wanted — will help us.
3. This is the boy —I saw there.
4. This is the girl — told me the story.
5. I am sorry for the boy — brother is dead.
6. I am sorry for the boy — failed in the examination.
7. There is no man — does not wish to be happy.
8. The same person — helped me once will help me again.
9. He is the most wicked person — ever lived.
10. He is the only man — knows the truth.
11. What is it — you want ?
12. The shepherd and the dog — were on the hill were killed by the tiger.
13. It is the best thing — may be had.
14. She is the only girl — can do it.
15. Give me any pencil — you can spare.
16. Many were the men — I saw.
17. Many were the men and countries — I saw.
18. This is true, — I said before.
19. I who — your master tell you this.
20. You are the person who — to blame.
21. You are the persons who — to blame.
22. I am the man who — done the work.
23. It is I who — guilty.
24. He knows us who — his neighbours.
25. It is too difficult for me who — a mere boy.
26. It is I who — responsible for this.
27. It is you who — responsible for this.
28. It is they who — responsible for this.

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Interrogative Pronouns

(139) Interrogative Pronouns *who, which, what* with *whose* and *whom,* ask question :— *Who* are you ? *Whom* do you want ? *What* do you want ? *Which* is the house ?

They are also used to ask **indirect questions** : Tell me *what* you want. I asked *who* he was.

(140) Difference in use :

(*a*) **Who** is applied to *persons,* and is *indefinite* : *Who* goes there (*i.e.,* the person is not known) ?

(*b*) **Which** is applied to both *persons* and *things,* and refers to *one out of a group* : *Which* of these do you want ?

(*c*) **What** is applied to *things, and a person's profession* : *What* do you want ? *What* is he ? He is a doctor.

(141) Note carefully the **following distinctions :—**

Who is he ? — enquires about the *name* or *parentage* of the person.

The answer should be of the form— He is Sri Ramesh Chandra Bose ; or He is Ramesh, my son ; or He is Ramesh, of whom I spoke to you.

What is he ? — enquires about the *profession* or *social status* (পেশা বা পদ কি ?). The answer should be of the form— He is a lawyer or a teacher.

Which is he ? — wants him to be pointed out from a definite *group* (সম্মুখে উপস্থিত দলের মধ্যে কোন্ জন ?). The answer should be of the form— He is the man on the extreme right, or with a black shirt on, etc.

(142) The Interrogative **what** is often used in **exclamation** in the sense of 'how great' : *What* folly ! *What* a clever boy you are !

(143) What not is placed after an enumeration, almost in the sense of 'etc'. : He took with him books, paper, scissors, and *what not* (= what else did he not take ?) — *Rowe and Webb.*

EXERCISE 15

Fill in the blanks with Interrogative Pronouns :—

1. — do you see there ?
2. — is the name of the boy ?
3. — are the things in your bag ?
4. — is the best girl here ?
5. — will he vote for ?
6. — of the men there is your friend ?
7. — is that man there ?
8. — is he, — a pleader or a teacher ?
9. — are your things here ?
10. — do you consider wrong ?
11. — of these things you prefer ?
12. — were you speaking to ?
13. — is the man, an engineer ?
14. — of these pens is yours ?
15. Of — are they talking ?
16. — shall you do now ?
17. With — did you go there ?
18. — material is the toy made of ?
19. — is to be blamed for this ?
20. — of the boys took part in the drama ?
21. To — did you give the book ?
22. — are you speaking to ?
23. — shall you do now ?
24. — pen do you want, — the red one or the green one ?
25. — shall I choose, Partha or Sandip ?

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Distributive Pronouns

(144) **Each, either** and **neither** are called Distributive Pronouns because they separate one person or thing from a group.

(145) **Either** and **neither** are always used of *two* persons or things. *Either* means (i) each of *two*[1] : *Either* will do. (ii) One or other of two : *Either* of you may go. *Neither* = not either : *Neither* of them was present.

(146) (*a*) **Each** is used of *any* number, say, two or fifty : *Each* of the *two* or *ten* boys was fined.

(*b*) **Each** is always singular if it has no antecedent : *Each has his* own ideas.

(*c*) When the antecedent is plural, *each* also is plural : The boys *each have* done *their* works ; we *each* (they *each*) *have* done *our* (*have* done *their*) works—*F.T. Wood.*

(147) Distributive Pronouns take *singular* pronouns and verbs : *Neither* of them *is* ill. *Each* of the girls *has* done *her* work.

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Reflexive and Emphatic Pronouns

(148) **Reflexive** and **Emphatic Pronouns** are **formed** by adding **-self** to *my, your, him, her, it* and **-selves** to *our, your, them* :— *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*

[1] "The sense *each of the two,* as in *the room has a fireplace at either end,* is archaic, and should be avoided except in verse or in special contexts"— *MEU.* But Sir Ernest Gowers writes in *The Complete Plain Words,* "Its use in the sense of *each of two* .... is common, and there does not seem to be any ground for Fowler's dictum."

149 Though the same in form they are different in use :

(*i*) They are **Reflexive** when the doer is both the *subject* and the *object* of the action expressed by the verb :

I hurt *myself.* He lost *himself.* They hurt *themselves.*

(*ii*) They are **Emphatic** when used with nouns or pronouns for the *sake of emphasis* :

"I *myself* saw the man" and "I saw the man *himself*" are more emphatic than "I saw the man."

(*iii*) Sometimes the Emphatic Pronoun is separated from the preceding noun or pronoun :

I did it for *myself.*

Note

(a) **Emphatic Pronouns can never stand alone as subjects.** Hence it is incorrect to write :— "His brother and *myself* were present." "*Myself* will do it." But we can write, "His brother and I *myself* were present." "I *myself* will do it." (See Art. 474).

(b) "An **Emphatic Pronoun** may refer to a person who is *not* the *doer* of the action, e.g., I saw the minister *himself;* whereas a *Reflexive Pronoun* invariably denotes a person who is the *doer* as well as the *person affected by the action*, e.g., The boy hid *himself* inside the bush (obj. of a verb). Lila looked at *hereself* in the mirror (obj. of a preposition.) He thinks little of *himself* (obj. of a preposition).

150 **Difference between Reflexive and Emphatic Pronouns :—**

An Emphatic Pronoun is generally (except when separated, as stated above) in *apposition* with another word. In the examples given in Art. 149(*ii*) *myself* and *himself* are in apposition with *I* and *man* respectively. A Reflexive Pronoun never stands in this relation : it refers to the subject, but is *never* itself in the nominative case.

EXERCISE 16

(*a*) *Fill in the blanks with verbs* :—

1. Each of them — got a prize.
2. Either of these — acceptable.
3. Neither of the girls — present.
4. Neither of the things — good.
5. Each of them — come with books.
6. Neither of them — done the work.

(*b*) *Say whether the Pronouns with 'self' or 'selves' below are Reflexive or Emphatic* :—

1. I hurt myself.
2. He himself was present there.
3. I myself know it.
4. I know myself.
5. I know it myself.
6. He will do it himself.
7. He gave himself much trouble.
8. Do not praise yourself so much.
9. I do not like it myself.
10. He talked of himself for a long time.
11. What do you know about yourself ?
12. The poor animal will hurt itself.
13. He availed himself of the leave.
14. They themselves were present there.
15. Do it yourself.

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Indefinite Pronouns

151 *Indefinite Pronouns* do not point out any particular person or thing, like the Demonstrative, but refer to persons or things in a *general* manner (কোন **বিশেষ** ব্যক্তি বা বস্তুকে না বুঝাইয়া **সাধারণভাবে** কোন ব্যক্তি বা বস্তুকে বুঝায়). They are *any, one,*

none, aught, naught, other, another, several, many, few, all, some, they.

Note

(*a*) Most of these are also used as Adjectives :— *Any* man can do it. *Some* men came to me. I saw *another* boy.

(*b*) *One, body,* and *thing* are sometimes compounded with Indefinite Pronouns, which are then called **Compound Indefinite Pronouns :** *anyone, nothing, anything, anybody,* etc. In *any one, any* is an adjective, and *one* is the numeral : *Any one* of them will do.

(152) **Any,** as a Pronoun, is used only in interrogative and negative sentences. It may be both singular and plural and may refer to both persons and things.

Have you seen *any* man (or men), or dog (or dogs) there ? No, I have not seen *any.* I want a few chairs ; can you give me *any* ?

(153) **Some,** as a Pronoun, is plural, and may be used for both persons and things : *Some* say, he will come. He has many books ; *some* are new, *some* old.

(154) **One** — As an Indefinite *Personal* Pronoun, *one* is always followed by *one, one's* and *one* (in the nominative, possessive, and objective), and not by *he, his,* and *him.* Thus :—

One must do *one's* duty. *One* does not know when *one* will die.

Note

When *every* or *no* stands before *one,* use *he, his* or *him* after it. *Everyone* did *his* duty. *No one* knows when *he* will die.

(155) **None**— "It is a mistake to suppose that the pronoun is singlular only and must at all costs be followed by singular verbs, etc ; the Oxford Dictionary explicitly states that plural construction is commoner." —*MEU.* "None of them *is* or *are,* according to sense..... *None* of this *concerns* me ..... *None* but fools *have* ever believed it." — (*COD*).

(156) **Others**— always refers to **persons,** and not things. In the latter case, *other things* or *etc.* is used. Thus we say, "Dutta, Bose, Patel and *others* were present" ; but we cannot say, "Idleness, luxury, extravagance and *others* were his ruin."

It can, however, be used of *things,* only when the things already mentioned have been specially defined ; as, The mangoes that you gave me and *others* (= other mangoes) also are exhausted.

(157) **They** is used indefinitely in the sense of *people generally. They* (people in general) say a war will break out.

(158) **Many** and **few** are sometimes used as substantive pronouns : *Many* are called, but *few* are chosen.

Reciprocal Pronouns

(159) **Each other** is generally used when *two* are referred to, **one another** when *more than two* are referred to : Dutt and Sharma struck *each other.* The boys fought with *one another.*

But "This differentiation is neither of present utility nor based on historical

usage." — *MEU.* See also *Wood.* In fact this distinction is not observed even by the best writers.

EXERCISE 17

Point out the Pronouns in the following sentences, and classify them. In the case of Relative pronouns, point out their Antecedents also.

1. Whose book is this?
2. This is the book which I bought last year.
3. Who is to help you when you return home?
4. They say the king who was ill has come round.
5. The dog that I saw in the street is his.
6. They played with one another.
7. Few have seen a book like it.
8. I cannot allow such behaviour as this.
9. Whoever wants to pass must attend to what his teacher says.
10. Who is he that is standing at the gate?
11. What is the meaning of this?
12. I myself saw the man.
13. I saw the man myself.
14. He cut himself with the knife which I had given him.
15. I shall avail myself of the leave.
16. He asked who I was.
17. There is none but wishes to be happy.
18. One must do one's duty.

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CHAPTER XII

VERBS—Principal and Auxiliary

160 Verbs are divided into **two main classes :—**

(*a*) When a verb is used independently, it is called a **Principal Verb :** *call, go, work,* etc.

(*b*) When a verb is used only to help some other verb to form voices, moods and tenses, it is called an **Auxiliary Verb** (*auxiliary* = helping). The only verbs that can be so used are *can* (POD and COD), *be, have, shall, will, may, do.*

161 Most of the **Auxiliary Verbs** may **also** be used as **Principal Verbs :**

Auxiliary	*Principal*
I *am* helped by him.	I *am* happy.
He *has* gone.	He *has* a dog.
We eat that we *may* live.	You *may* go.
He *does* not know it.	He *did* it.
I *shall* do it.	You *shall* do it.
He *will* do it.	I *will* do it.

Note

(*a*) **Let** also is an "auxiliary supplying 1st and 3rd persons of an imperative in exhortations (*let us play*), commands (*let it be done at once*), assumptions (*let AB = CD*), and permissions (*let him do this work*)" — *POD.*

(*b*) Some regard **can** as a *principal verb,* with the Infinitive without *to* following it as its object. He *can* do (= to do) it. She *can* (to) sing. But both *POD* and *COD* treat it as an Auxiliary only.

(162) Principal Verbs are divided into two classes :—

(*a*) **Transitive** verbs are those that require an object to make the sense clear : He *did* this. I *love* him. Who *made* it ?

Note

Some transitive verbs (like *tell, teach, ask, show, give, send,* etc.) take two objects, Direct and Indirect. [See Art. 61(a)].

(*b*) **Intransitive** verbs are those that do not require any object to make the sense clear : He *sleeps*. I *run*. Birds *fly*.

(163) Causative Verbs are intransitive verbs used transitively in the sense of *causing* a thing to be done. A few intransitive verbs have different forms to express the causative idea ; as, *set* for *sit, fell* for *fall,* etc.

Intransitive	*Transitive (Causal)*
Don't *move*.	*Move* the table.
Birds *fly*.	He *flies* (উড়ায়) a kite.
Water *boils*.	*Boil* this water.
Rise early.	*Raise* your hands.
The tree *falls*.	He *fells* the tree with an axe.
Sit here.	*Set* (বসাইয়া দেওয়া) the lamp here.
Lie still.	*Lay* (রাখা) it here.
Rice *grows* here.	He *grows* rice in this field.

(164) Factitive Verbs are **Transitive Verbs of Incomplete Predication.** They are usually of *naming, making* and *thinking* and require some other word or words besides their objects to complete the sense (এই *Transitive* Verb-গুলি শুধু object দ্বারা পূর্ণ অর্থ প্রকাশ করে না, অন্য word-এর দরকার হয়) : He *called* me a fool. They *made* him king.

Note

The word or words that are required to complete the sense are called **Complements.**

(165) Copulative Verbs are **Intransitive Verbs of Incomplete Predication,** requiring some other word or words besides the predicate verb to complete the sense (এই *Intransitive* Verb-গুলি অন্য word ভিন্ন পূর্ণ অর্থ প্রকাশ করে না) : He is *ill*. She *seems* tired.

(166) Quasi-Passive Verbs are verbs used in the Active Voice with a Passive force : Rice *sells* (= *is sold*) cheap. This fruit *tastes* sweet (= is sweet when it *is tasted*). (See Art. 205).

(167) Subjective Complements :— Complements of *Intransitive* and *Passive verbs* relate to the Subject and are called *Subjective Complements* : He is a *fool*. I was made *president*.

Note

The common intransitive verbs requiring such complements are the verbs *to be, become, seem, appear, remain, look, grow* : He *is angry* with me. He *became alert*. You *seem displeased*. He *looks miserable*. He *remains discontented*. He *grew up* quite *healthy*.

The verbs *to be, look, grow, remain, become,* etc., can also be used as **verbs of complete predication :** God *is*. *Look* at me. This plant will not *grow*. *Remain* there. Such a conduct does not *become* you.

(168) Objective Complements :— Complements of *Transitive* and *Active* verbs relate to the *Object* and are called *Objective Complements* : I struck him *dead*. I saw him *go*.

Note

Verbs of *naming* (*name, call, term,* etc.), *making* (*make, create, appoint,* etc.) and *thinking* (*think, consider, suppose, believe,* etc.), generally take objective complements : He

called me a *fool*. We *named* him *Ramesh*. He made me *miserable*. They *appointed* (or *elected*) me *chairman*. I consider him *honest*. He *thinks* the man *spiteful*.

The objective complement may be used after other verbs too : I *cut* him *short*. He *bought* the house *new*. He *painted* the house *red*.

(169) Prepositional or **Group Verbs** are verbs which, grouped with prepositions, are used as single transitive verbs : He *laughed at* them. He *acted on* this rule.

(170) A Transitive verb becomes Intransitive when

(*a*) The verb is used in such a general sense that the object can be easily understood from the context : Fire *burns*. We *eat* to live.

(*b*) The reflexive pronoun is omitted : *Move* (*yourself*) aside. He *keeps* (*himself*) aloof. He *drew* (*himself*) near me.

(*c*) An Adverb is added to the verb : Cholera has *broken out*.

(*d*) The verb is used quasi-passively : Rice *sells* cheap.

(171) An Intransitive verb becomes Transitive when it is used

(*a*) Grouped with *prepositions* : He *laughs at* me. We *act on* this rule.

(*b*) In a *causal* sense : He *flies* (causes to fly) a kite. I *grow* (cause to grow) corn in my field. (See Art. 163).

(*c*) With *over* and *with* placed before it : We *withstood* the attack. He *overcame* the difficulties.

(*d*) With a *Reflexive* or *Personal object* : They *sat them* down.

(*e*) With a *Cognate object* : He *ran* a *race*.

Note

There are *five different forms* of the **cognate object :—**

(*i*) *Strictly cognate, both in form and in meaning* : He lived a happy *life*. He dreamt a *dream*. We sang a *song*.

(*ii*) *Strictly cognate in meaning, but not in form* : He went a long *way*. They fought a *battle*.

(*iii*) *Partially cognate, containing a noun descriptive of the cognate noun understood* : They shouted *applause* (= shouted a *shout of applause*). He ran a great *risk* (= a *course* of great risk). He had to grope his *way* (= make his way by groping).

(*iv*) *An adjective qualifying the cognate noun understood* : He did his *best* (doing). He breathed his *last* (breath). He tried his *hardest* (trial or attempt).

(*v*) *Cognate noun expressed by "it"* : We must fight *it* (= the fight) out. They lorded *it* (= acted the part of the lord) over us.

EXERCISE 18

(*a*) *Pick out the verbs and state whether they are Transitive or Intransitive. In case of Transitive Verbs, pick out the objects :—*

1. I know the boy who is there.
2. The sun shines in the sky and gives us light.
3. He went home and gave a doll to his sister.
4. Put the lamp on the table.
5. He came yesterday and finished the work.
6. The boy hurt himself.
7. Tell the truth if you would win respect.
8. The horse can run fast.
9. He cut his finger with a knife.
10. He told me the story.
11. Cows eat grass.
12. The teacher rebuked her for she had not done her lesson.
13. Everybody loves a good boy.
14. He lived a long life.
15. The tiger killed a goat and carried it away.

(*b*) *In the following examples, pick out the verbs, complements, and objects :—*

1. I saw Ram go home.
2. He has a pen to write with.
3. I ran a race.
4. I made him prisoner.
5. I played the fool.
6. He fought his best.
7. He laughed a loud laugh.
8. It blows a heavy gale.
9. Rice sells very dear.
10. This fruit tastes sweet.
11. Your argument hears very sound.
12. Fare thee well.
13. He is flying a kite.
14. I have no time.
15. He has done his best, but I have done nothing.
16. I like a fool to be punished.
17. They found me asleep.
18. He did me a great kindness.
19. They laughed at me.
20. Strike the snake dead.
21. He was selected captain.
22. This was told me by him.
23. They found him guilty.

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CHAPTER XIII

TENSES

172 The **Tense** is the change of form in a verb to express the *time* of an action. There are **three principal tenses :—**

(*a*) The **Present Tense** describes an action in the *present* time :
I *go*. He *writes*. They *are* playing.

(*b*) The **Past Tense** describes an action in the *past* time :
He *wrote*. They *were* playing.

(*c*) The **Future Tense** describes an action in the *future* time :
I *shall* go. He *will* write. They *will be* playing.

173 Each of these principal tenses has **four** forms :— **Indefinite, Continuous, Perfect, Perfect Continuous.**

174 **The Present Indefinite** (or **Simple Present) Tense is used to refer to :**

(*a*) A *universal* or *general truth* (নিত্য সত্য বুঝাইতে) : The earth *is* round. Honey *is* sweet. Honesty *is* the best policy.

(*b*) An *habitual* or *permanent action* (অভ্যাস বুঝাইতে) : He *works* hard. This watch *keeps* good time. He *takes* bath in the Ganga everyday.

(*c*) A *future action,* when the futurity is indicated by the context (নির্দ্দিষ্ট ভবিষ্যত কালের ক্রিয়া বুঝাইতে) : He will go home when you *come*. The school *closes* on the 15th.

(নির্দিষ্ট ভবিষ্যৎ = Present Indefinite)

Note

This usage is common with verbs of motion : *Come, go, start, return,* etc.

(*d*) *Past events* in order to make the narrative more vivid (অতীত ঘটনাকে উজ্জ্বল করিয়া প্রকাশ করিতে). This is called the **Historic** or **Graphic Present :** Alexander now *rushes* upon the enemy.

(*e*) A *present* action (বর্তমান ক্রিয়া বুঝাইতে) : It *rains*. How he *walks*.

Note

But more often, the *present continuous tense* is used in such cases : It *is raining*. He *is walking*. See Art. 175 below.

(*f*) *Quotations* from authors (কোন গ্রন্থকারের লেখা উদ্ধৃত হইয়াছে বুঝাইতে) : Goldsmith *says*, "Handsome is that handsome does."

(*g*) The *present perfect tense* (এইমাত্র কাজটি হইল বুঝাইতে) : I *hear* (= have heard) he is ill. I *am told* (= have been told) that he will come.

Note

(a) If the subject is in the *third person, singular number,* add *s* or *es* to the verb.

(b) In all other cases the main verb is used straight away.

(175) The Present Continuous Tense expresses :

(a) (*i*) An action *going on* at present (কাজটি বর্তমানে চলিতেছে বুঝাইতে) : I *am writing*. He *is sleeping*.

(*ii*) A *future action* (আসন্ন ভবিষ্যত কালের ক্রিয়া বুঝাইতে) : I *am going* there tomorrow.

(*b*) This tense is not generally used with *verbs of perception* or verbs denoting a *feeling* or *emotion,* or verbs of *knowing, thinking,* etc., such as, *believe, feel, hear, hope, know, like, love, see, understand, want, wish, wonder.* Other verbs not used in this tense-form are *belong, consist, contain, matter, possess, resemble,* etc. Thus,

I *feel* (not, *am feeling*) unwell. I *hope* for the best. I *wish* you success. I *want* a pen. It *matters* little. I *wonder* where he is. This picture *resembles* that.

But *am feeling, is looking* are now used even by good writers.

Look at the following sentences :

Sentence structure : Subject + am/is/are + verb + ing

I *am going*.	We *are going*.
You *are going*.	You (pl.) *are going*.
He *is going*.	They *are going*.

Note

(a) In this tense, the verb takes '*ing*' after it.

(b) Before the verb, use '*am*' if the subject is 'I', and '*is*' if the subject is in the *third person, singular number* (*he, she, it, Amal,* etc). In all other cases use '*are*'.

(c) Verbs ending in '*e*' drop 'e' before taking 'ing' :

He *is coming* (come + ing).

The sun *is rising* (rise + ing).

(176) The Present Perfect Tense is used :

(*a*) To express an action *just finished* (কাজটি এইমাত্র শেষ হইয়াছে বুঝাইতে) : I *have done* my duty. The sun *has set*.

(*b*) To express a *past* action the results of which still continue (কাজটি পূর্বে শেষ হইলেও ফল এখনও চলিতেছে বুঝাইতে) : I *have done* a great wrong (*i.e.,* I am still suffering from the consequences of my doing the wrong). He *has been* laborious (*i.e.,* He is now reaping the fruits of his laborious habits).

(*c*) To express an action done in a space of time not yet gone out fully (কাজের সময়টি এখনও চলিতেছে বুঝাইতে) : I *have been* laborious from my boyhood (*i.e.,* am laborious still).

(*d*) To express a future perfect when preceded by *when, before, after, as soon as,* etc : I shall go there *after* (or *when*) I *have finished* the work.

Note

(*a*) The Present Perfect Tense form of some intransitive verbs signifying *motion* or *change,* as, *go, come, set, rise,* etc., is sometimes formed with the verb *be* : He *is gone*. The sun *is set*. The moon *is risen*.

(*b*) **As the Present Perfect denotes the present time, it cannot be qualified by an adverb or phrase denoting past time : He** *died* **(not, has died) last night. I** *came* **(not, have come) here yesterday.**

Look at the following sentences :

Sentence structure : Subject + has/have + verb (Past Participle form)

I *have done* it.	We *have done* it.
You *have done* it.	You (pl.) *have done* it.
He *has done* it.	They *have done* it.
He *has gone* away.	They *have gone* away.
I *have called* him.	We *have called* him.

Note

In this tense, if the subject is in the *third person, singular number* use '*has*', and in all other cases use '*have*', before the Past Participle form of the verb.

(177) The Present Perfect Continuous Tense expresses that the action has been going on *for some time* and is not finished yet (ক্রিয়াটি পূর্বে আরম্ভ হইয়া এখনও চলিতেছে বুঝাইতেছে) :

I *have been doing* this for six months. It *has been raining* since Monday last.

Look at the following sentences :

Sentence structure : Subject + has/have + been + verb + ing

He *has been living* here *for* a long time.
I/You *have been suffering* from cold *since* Friday last.

Note

(a) In this tense, the verb takes '*ing*' after it and it is preceded by "*has been*" if the subject is in the *third person, singular number,* and by "*have been*" in all other cases.

(b) '*For*' refers to a '*period of time*' and '*since*' refers to a '*point of time*' in the past.

(178) The Past Indefinite (or Simple Past) Tense is used to denote :

(*a*) A *single act* in the past (অতীত ক্রিয়া বুঝাইতে) : I *did* it.

(*b*) An *action actually going on in the* past : "While they *danced* (= were dancing) we *sang* (= were singing)."

(*c*) An *habitual* action in the past (অতীত অভ্যাস বুঝাইতে) : He *studied* (= used to study) hard. He *held* his class here.

Note

We also sometimes use the *Past Indefinite*—

(*a*) To denote an action begun a short time before and perhaps continued up to the time of speaking (কাজটি অল্প পূর্বে আরম্ভ হইয়া এখনও চলিতেছে, এই অর্থে) : I *came* (= *have come*) to ask you to vote for Mr. Dutta.

(*b*) As a *polite* or *deprecatory* form of address (বিনয় বা তিরস্কার বুঝাইতে) : *Could* (= can) you please tell me the time? *Was* (= is) this the sort of thing you wanted? — *Tipping.*

(179) The Past Continuous Tense denotes that an action was going on in the past (কাজটি অতীতকালে চলিতেছিল বুঝাইতে): He *was reading* when I saw him. They *were playing* football.

Look at the following sentences :

Sentence structure : Subject + was/were + verb + ing

I *was reading.*	We *were reading.*
You *were reading.*	You (pl.) *were reading.*
He *was reading.*	They *were reading.*
The boy *was sleeping.*	The girls *were dancing.*

Note

(a) In this tense the verb takes '*ing*' after it.

(b) Before the verb, use '*was*' for singular subjects in the *first* and *third persons* and '*were*' for all other cases.

(180) The Past Perfect Tense expresses an action complete before another past action (কোন অতীত ক্রিয়ার পূর্বে আর একটি ক্রিয়া সম্পন্ন হইলে **অধিকতর অতীত** ক্রিয়াটি বুঝাইতে) : He *had left* before I *came.* The train *had started* before I reached the station.

Note

(a) In this tense, use '*had*' before the *past participle form* of the verb.

(b) If the sentence contains "*before*" or "*after*", the Past Perfect Tense stands *before* "before" but *after* "after". As an aid to memory, boys may remember, **"Before before, after after".** He *had come before* I *did.* He left *after* I *had gone away*[1].

(181) The Past Perfect Continuous Tense denotes that an action had been going on at or before some point of time in the past (একটি অতীতকালের পূর্ব হইতে আর একটি কাজ চলিতেছিল এই অর্থে অধিকতর অতীত কালটি বুঝাইতে) : I *had been working* when he came. He *had been suffering* from fever before he came here.

Sentence structure : Subject + had been + verb + ing

Note

In this tense, the verb takes '*ing*' after it and is preceded by '*had been*'. The form is the same for both singular and plural in all persons.

(182) The Future Indefinite Tense denotes an action that will happen in the future (ভবিষ্যতে কোন কাজ **হইবে** বুঝাইতে) : I *shall do* it. He *will go* home.

Look at the following sentences :

Sentence structure : Subject + will/shall + verb

I *shall* go.	We *shall* go.
You *will* go.	You (pl.) *will* go.
He *will* go.	They *will* go.
He *will* come.	We *shall* sing .

Note

In this tense, the verb is preceded by '*shall*' in the first person (*I, we*) and '*will*' in the second (*you*) and third (*he, she, it*) persons, both in singular and plural.

(183) The Future Continuous Tense represents an action as going on at some future time (ভবিষ্যতে কোন কাজ চলিতে থাকিবে বুঝাইতে) : I *shall be sleeping* at that time. He *will be doing* it.

Sentence structure : Subject + shall/will + be + verb + ing

Note

In this tense, the verb takes '*ing*' after it and it is preceded by '*shall be*' in the first person and '*will be*' in the second and third persons, both in singular and plural.

(184) The Future Perfect Tense denotes that an action will be completed at some point of time in the future (ভবিষ্যতে দুটি কাজের মধ্যে অধিকতর অতীত কালটি বুঝাইতে) : He *will have done* this before you come (= will come). But see Art. 335, Para 3.

Look at the following sentences :

Sentence Structure : Subject + shall/will + have + verb (Past Participle form)

I *shall have gone* there before you come. They *will have finished* the work before you reach. We *will have met* him before he leaves.

Note

(a) In this tense, the *Past Participle form of the verb* is preceded by "*shall have*" in the first person and "*will have*" in the second and third persons, both in the singular and plural.

(b) The modern use is to write the above three sentences as :

I *shall go* there before you come.

They *will finish* the work before you reach.

We *will meet* him before he leaves.

N.B. The *Future Perfect Continuous Tense* is no longer in practical use, and hence not treated here.

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[1]But the modern tendency is to use the Past Indefinite tense even for Past Perfect. *COD* has 'This was *after* he *became* famous' under *after.* See also under *before* there.

CONJUGATION

[To conjugate a verb is to show its chief parts. In a wider sense it means *all* the forms to denote Mood, Tense, Voice, Number and Person. But the chief parts of a verb are the *Present,* the *Past* and the *Past Participle* ; all other parts can be easily formed from them.]

185 Verbs are divided into **two** classes according to the way in which they form their Past Tense and Past Participle :—

(*a*) **Strong Verbs** are those that form their Past Tense by changing an *inside vowel* of the Present, but never by the addition of suffix (কেবল ভিতরের কোন vowel পরিবর্তন করিয়া যে সকল verbs-এর Past Tense হয় তাহারা **strong verbs**). The Past Participle may, however, sometimes end in *en* or *n* :

Sing, sang, sung ; Drive, drove, driven.

(*b*) **Weak Verbs** are those that form their Past Tense by adding **-d** or **-t,** with or without a change of the inside vowel (যে সকল verb-এর শেষে *d, t* যোগ করিয়া Past Tense হয়, তাহারা **weak verbs.**) :

Leap, leaped, leaped ; Dream, dreamt, dreamt.

Note

(*a*) Formerly **Strong** verbs were called **Irregular,** and **Weak** verbs were called **Regular.** But these names are misleading and have been given up now.

(*b*) "Some weak verbs seem to belong to the strong conjugation, because they change the vowel ; as, *teach, taught ; seek, sought ; say, said ;* but they are weak because they add *-d* or *-t* for the past tense."

186 Some **weak verbs** ending in *-d* or *-t* in the Present Tense :

(*i*) Have the same form in three tenses : *cut, cut, cut ; cost, cost, cost ; hit, hit, hit ; let, let, let ; put, put, put.*

(*ii*) Change the *-d* of the Present into *-t* in the Past and the Past Participle : *bend, bent, bent ; build, built, built ; lend, lent, lent ; sent, send, sent ; spend, spent, spent ;* etc.

(*iii*) Only *shorten the vowel* in the Past Tense and the Past Participle : *bleed, bled, bled ; feed, fed, fed ; meet, met, met.*

The decisive mark of the strong conjugation is, therefore, not the vowel change, but the *absence of the suffix* "*d*" or "*t*" in the Past Tense.

187 Conjugation of a few verbs :

Present	*Past*	*Past Participle*
Abide, থাকা, মানিয়া চলা	abode, abided	abode, abided
Arise, ওঠা	arose	arisen
Ask, জিজ্ঞাসা করা	asked	asked
Awake (1), জাগা, জাগান	awoke	awoke, awaked
Be	was, were	been
Bear (*to carry*), বহন করা	bore	borne
Bear (*to give birth to*), প্রসব করা	bore	born
Beat, প্রহার করা	beat	beaten
Become	became	become

(1) But see Art. 188 Note (*c*).

Present	*Past*	*Past Participle*
Befall, ঘটা	befell	befallen
Beget, জন্ম দেওয়া	begot	begotten, begot
Begin, আরম্ভ হওয়া	began	begun
Bend, বাঁকান	bent	bent, *bended*
Bid (*command, offer*), আদেশ করা, নিলামে ডাকা	bade, bid (1)	bidden, bid (1)
Bind, বাঁধা	bound	bound, *bounden*
Bite, কামড়ান	bit	bitten, bit
Bleed, রক্তপাত করা	bled	bled
Blow, ফুঁ দেওয়া	blew	blown
Break, ভাঙ্গা	broke	broken
Breed, প্রসব করা	bred	bred
Bring, আনা	brought	brought
Build, তৈরী করা	built	built
Burn, পোড়ান	burnt (2)	burnt (2)
Burst, ফেটে পড়া	burst	burst
Buy, কেনা	bought	bought
Call, ডাকা	called	called
Can, পারা	could	could
Cast, ছাঁচে ঢালা	cast	cast
Catch, ধরা	caught	caught
Chide (*to rebuke*), তিরস্কার করা	chid	chidden, chid
Choose, পছন্দ করা	chose	chosen
Cling, লাগিয়া থাকা	clung	clung
Clothe, পোষাক পরান	clothed, clad	clothed, clad
Come, আসা	came	come
Cost, দাম হওয়া	cost	cost
Creep, হামাগুড়ি দেওয়া	crept	crept
Cry, কাঁদা	cried	cried
Cut, কাটা	cut	cut
Dare (*to venture*), সাহস করা	dared, durst	dared
Dare (*to challenge*), দ্বন্দ্বে আহ্বান করা	dared	dared
Deal, আচরণ করা	dealt	dealt
Die, মরা	died	died
Dig, গর্ত করা	dug	dug
Do, করা	did	done
Draw, আঁকা	drew	drawn

(1)"In the auction sense, the past and p.p. are both *bid* (He *bid* up to £ 10 ; Nothing was *bid*). In other senses, the past is ... *bade* ... the p.p. is *bidden,* but *bid* is preferred in some phrases, esp. *Do as you are bid.*" —*MEU.*

(2)"Occasionally 'burned'—*COD.* "*Burnt* is the usual form, esp. in the p.p. : *burned* tends to disappear."—*MEU.*

Present	*Past*	*Past Participle*
Dream, স্বপ্ন দেখা	dreamed, dreamt	dreamed, dreamt
Drink, পান করা	drank	drunk, *drunken*
Drive, চালানো	drove	driven
Dwell, বাস করা	dwelt	dwelt
Eat, খাওয়া	ate	eaten
Fall, পতিত হওয়া	fell	fallen
Feed, খাওয়ানো	fed	fed
Feel, বোধ করা	felt	felt
Fell (*to cause to fall*), ফেলে দেওয়া	felled	felled
Fight, যুদ্ধ করা	fought	fought
Find, খুঁজিয়া পাওয়া	found	found
Flee, পলায়ন করা	fled	fled
Fling, নিক্ষেপ করা	flung	flung
Flow, স্রোত বহা	flowed	flowed
Fly, উড়া	flew	flown
Forbid, নিষেধ করা	forbade	forbidden
Forget, ভুলে যাওয়া	forgot	forgotten
Forgive, ক্ষমা করা	forgave	forgiven
Forsake (*to abandon*), ত্যাগ করা	forsook	forsaken
Found (*to establish*), স্থাপন করা	founded	founded
Freeze, জমাট করা	froze	frozen
Get, পাওয়া	got	got, *gotten*
Gilt, গিল্টি করা	gilt, gilded	gilt, gilded (1)
Give, দেওয়া	gave	given
Go, যাওয়া	went	gone
Grave (*to engrave*), খোদাই করা	graved	graved, *graven*
Grind, গুড়ো করা	ground	ground
Grow, জন্মান, বৃদ্ধি পাওয়া	grew	grown
Hang (*to suspend*), ঝুলান	hung	hung
Hang (*to take life by hanging*), ফাঁসিতে ঝুলান	hanged	hanged
Hear, শোনা	heard	heard
Help, সাহায্য করা	helped	helped
Hide, লুকান	hid	hid, *hidden*
Hit, আঘাত করা	hit	hit
Hold, ধরা	held	held

(1)"p.p. usu, *gilded* in the fully verbal use and in fig. use as adj., *gilt* as adj. in lit. sense"—*COD*.

Present	*Past*	*Past Participle*
Hurt, আহত করা	hurt	hurt
Keep, রাখা	kept	kept
Kneel, হাঁটু গাড়িয়া বসা	knelt	knelt
Know, জানা	knew	known
Lay (*to put*), রাখা	laid	laid
Lead, পথ দেখানো, নেতৃত্ব দেওয়া	led	led
Lean, ঝোঁকা	leant, leaned	leant, leaned
Learn, শেখা	learnt, learned	learnt, learned
Leave, ত্যাগ করা	left	left
Lend, ধার দেওয়া	lent	lent
Lie (*to rest*), থাকা	lay	lain
Lie (*to speak falsely*), মিথ্যা বলা	lied	lied
Light, জ্বালান, অবতরণ করা	lighted, lit	lighted, lit (1)
Loose, ঢিলা করা	loosed	loosed
Lose, হারান	lost	lost
Make, তৈরী করা	made	made
Mean	meant	meant
Meet, সাক্ষাৎ করা	met	met
Melt, গলান	melted	melted, *molten*
Mow	mowed	mowed, mown
Pass, অতিক্রম করা	passed	passed, past (2)
Pay	paid	paid
Play, খেলা করা	played	played
Put	put	put
Read	read	read
Rid (*make free*)	rid, ridded	rid
Ride	rode	ridden
Ring, ঘণ্টা বাজান	rang	rung
Rise, উঠা	rose	risen
Run	ran	run
Saw, করাত দিয়ে কাটা	sawed	sawed, sawn
Say	said	said
See	saw	seen
Seek, খোঁজ করা	sought	sought
Sell	sold	sold
Send	sent	sent

(1) "Both verbs (kindle, descend) make *lighted* or *lit* for past tense and past participle; but *lighted* is commoner for past participle, especially that of the first verb used attributively: Is the fire *lighted* or *lit*? But, Holding a *lighted* candle."—*MEU.*

(2) When the p.p. has passed into an adjective, we use *past;* but in the verbal sense we use *passed.*

Present	*Past*	*Past Participle*
Set	set	set
Sew, সেলাই করা	sewed	sewed, sewn (COD) (1)
Shake, কাঁপা, কাঁপান	shook	shaken
Shed, খসান, ঝরান	shed	shed
Shine	shone	shone
Shoot, গুলি করা, তীর ছোঁড়া	shot	shot
Show	showed	showed, shown
Shrink, সঙ্কুচিত হওয়া	shrunk	shrunk, *shrunken*
Shut, বন্ধ করা	shut	shut
Sing	sang	sung
Sink, ডুবা	sank	sunk, *sunken*
Sit	sat	sat
Slay, হত্যা করা	slew	slain
Sleep	slept	slept
Slide, গড়াইয়া যাওয়া	slid	slid
Smell	smelt	smelt
Sow, বপন করা	sowed	sown, sowed (COD) (2)
Speak	spoke	spoken
Spell	spelt	spelt
Spend	spent	spent
Spill, চলকাইয়া ফেলা	spilt, spilled	spilt, spilled
Spin, সূতা কাটা	spun	spun
Spit	spat	spat
Split	split	split
Spread	spread	spread
Spring, লাফান	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick, লাগিয়া থাকা	stuck	stuck
Sting, হুল ফুটান	stung	stung
Stride, লম্বা লম্বা পা ফেলা	strode	stridden (rarely)
Strike, আঘাত করা	struck	struck, *stricken*
Strive, চেষ্টা করা	strove	striven
Swear, শপথ করা	swore	sworn
Sweep, ঝাড়ু দেওয়া	swept	swept
Swell, ফুলা, ফুলান	swelled	swelled, swollen
Swim, সাঁতার কাটা	swam	swam
Swing, দোলা	swung	swung

(1) "The first is perhaps, contrary to general belief, both the older form and ... slightly the commoner in modern English" (*MEU*).

(2) "But the p.p. *sown* is four times as frequent ... as *sowed.*" (*MEU*).

Present	*Past*	*Past Participle*
Take, লওয়া	took	taken
Teach, পড়ানো	taught	taught
Tear, ছিঁড়িয়া ফেলা	tore	torn
Tell, বলা	told	told
Think, চিন্তা করা	thought	thought
Throw, নিক্ষেপ করা	threw	thrown
Thrust, ধাক্কা দেওয়া	thrust	thrust
Tread, মাড়ান	trod	trod, trodden
(1)Wake (*rise from sleep*)	woke	{ waked, rarely woke
(1)Wake (*rouse from sleep*)	waked	{ or waken
Wear, পরিধান করা, ক্ষয় পাওয়া	wore	worn
Weave, বুনা	wove	woven
Weep, কাঁদা	wept	wept
Wet, ভিজানো	wetted, wet	wetted, wet
Win, জয় করা	won	won
Wind (ওয়াইণ্ড) (*to twist*), জড়ানো	wound	wound
Work, কাজ করা	worked	worked, wrought
Wring, মোচড়ানো	wrung	wrung
Write, লিখা	wrote	written

Note

(*a*) The past participle forms italicised above are used chiefly as **participial adjectives,** and not as parts of verbs : as *bended* (not *bent*) knees ; *bounden* (not *bound*) duty ; *drunken* (not *drunk*) man ; ill-*gotten* (not *got*) money ; *hidden* (not *hid*) motive ; *graven* (not *graved*) image ; *molten* (not *melted*) lead ; *shrunken* (not *shrunk*) limb ; *sunken* (not *sunk*) eyes ; *famine-stricken* (not *struck*) people.

"The forms *built, burnt, dreamt, dwelt, knelt, leapt, smelt, spelt, split* have established themselves, instead of the forms in *-ed* (*builded, burned,* etc.) which, though quite common in the literature of the past, are now merely the regular stock-in-trade of minor poets, or are used only in certain set expressions : 'I *burned* (not *burnt*) with indignation', '*dreamed* a dream'."—*Good English* by G.H. Vallins.

(*b*) **Note also the following uses :-**

Thus,

A *burnt* (not *burned*) child.
He is *clothed* (not *clad*) with shame.
A *lighted* (not *lit*) candle.
Roast (not *roasted*) meat.
Mown (not *mowed*) grass.
Sown (not *sowed*) field.
Hewn (not *hewed*) stone.

A *gilt* (not *gilded*) frame.
The *gilded* (not *gilt*) hill top.
Laden (not *loaded*) with guilt.
Panic *stricken*, famine *stricken*.
Conscience-*stricken* (not *struck*).
But, awe-*struck*, thunder-*struck*, moon-*struck*, etc.

A *burnt* child dreads the fire. His house was *burnt* or *burned*. We prayed to him on *bended* knees. He is *bent* down with age. It is our *bounded* duty to help the poor. He is *bound* to me by ties of love. I found him *drunk*. I found him in a *drunken* state. He has *got* the thing. Ill-*gotten* wealth cannot last. The snow has *melted*. Red-hot *molten* iron came out of the furnace. Give me a *lighted* candle. The candle was *lighted* or *lit*. He must have some *hidden* motive. He kept it *hidden* or *hid* in the ground. I grieve for the *past* days. The time has *passed* away. A well was *sunk* there. He has *sunken* eyes. We crossed the *shrunken* stream on foot. The stream has *shrunk* much. This is made of *wrought* iron. He *worked* hard to get the thing. The people were panic-*stricken*. The famine-*stricken* or malaria-*stricken* people left the land. He was awe-*struck*, or terror-*struck*, or thunder-*struck*.

(1) *A.B.C. of English Usage* and *MEU.* See also Art. 188 (*c*).

(188) A few confusing verbs :

(*a*) **Lie** (Intrans. — to rest, থাকা)—lay—lain
Lie (Intrans. — to speak falsely, মিথ্যা বলা)—lied—lied
Lay (Trans. — to put, রাখা)—laid—laid

Lie is **intransitive,** but **lay** in the present tense is **transitive.** So **laid** is transitive, and belongs to *lay* (রাখা) but **lain** is intransitive and belongs to *lie* (থাকা). *Lay* is also the past tense of *lie.*

Thus : It *lay* or has *lain* (not has *laid*) here for some time. *Lay* (not *lie*) it here. He *laid* or has *laid* (not has *lain*) it here. He has *lain* (not *laid*) in bed. He *laid* (not *lay*) himself down in bed. The hen has *laid* (not *lain*) two eggs. I hate him because he *lies* (not *lays*).

(*b*) **Strike**—struck—struck, stricken
Stroke—stroked—stroked

{ He *struck* me.
He *stroked* (patted) the cat on the back.

Also, *stroke* is the *noun* form of *strike,* but never its past tense.

{ He died from sun-*stroke.*

(*c*) "**Awake** has past *awoke* rarely *awaked,* and past participle *awaked* rarely *awoke ;* **wake** has past *woke* rarely (and that usually in transitive sense) *waked,* and past participle *waked* rarely *woke* or *waken ; awaken* and *waken* have *-ed*" —*MEU.*

(*d*) "**Await, wait**—*Await* is always tansitive, but *wait* is not always intransitive. *I am awaiting to hear your decision* is not English ; *I await,* and *I wait, your decision* are equally good." —*MEU.* Also I *wait* for you to decide, or, I *wait* for your decision.

(*e*) Carefully note the spelling and use of the words **lose, loose,** and **loss.** These are very often confused :—

lose (verb) —cease to have, fail to obtain : I do not want to *lose* the money.
loose (adj.) —free, not tied up : The box was tied *loose.* I always prefer *loose* clothes.
(verb) —make free or loose : 'Wine *loosed* his tongue.'
loss (noun) —that which is lost : He suffered a great *loss* in the business.

(*f*) Carefully note the uses of the past and past participle forms of **fly, flee,** and **flow. The common confusions are :**—(i) **flown** for **flowed.** Thus, we should write, "The river has *overflowed* (not *oveflown*) the banks," because *flowed* belongs to *flow,* but *flown* belongs to *fly.* (ii) Between **to flee** and **to fly :** To *flee* has the underlying sense of *to escape,* whereas *to fly* means *to run* or *hurry.* It is only occasionally that *fly* is used in the sense of *flee* (but in the present tense only) : He is compelled to *fly* or *flee* from the country ; but he *fled* for his life. The bird has *flown* (not *fled* or *flowed*) away. The man has *fled* (not *flown*) away.

(189) The following verbs have no change :

Bet, burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, split, spread, thrust.

(190) Below is the full conjugation of the verb *to love* in the Indicative Mood.

		Indefinite	Continuous	Perfect	Perfect Continuous
Present	*Active*	I love.	I am loving.	I have loved.	I have been loving.
	Passive	I am loved.	I am being loved.	I have been loved.	
Past	*Active*	I loved.	I was loving.	I had loved.	I had been loving.
	Passive	I was loved.	I was being loved.	I had been loved.	
Future	*Active*	I shall love.	I shall be loving.	I shall have loved.	I shall have been
	Passive	I shall be loved.	I shall be being loved. (no longer in use)	I shall have been loved.	loving. (not in use)

8. A group of officials—(*go*) to Europe next week. They—(*attend*) a conference in Hamburg. They—then—(*visit*) a number of other countries to enquire about trade prospects. They—(*take*) a few assistants with them. So I—(*go*) with my officer. I am sure I—(*have*) a very nice time there. You—(*write*) to me regularly, won't you ?

(*k*) *Correct* :—

1. He was died last year.
2. The book lied on the table.
3. I am living here for a long time.
4. He is suffering from fever for a week.
5. He is reigning for three years.
6. Akbar has reigned for about fifty years.
7. I have broken the chair yesterday.
8. My father has died yesterday ; he left me a large fortune.
9. I live in Calcutta for ten years and have no wish to leave it.
10. I have seen him yesterday, and am seeing him even now.
11. Wherever I went, I have seen nothing but misery.

CHAPTER XIV

VOICE

191

The hunter *killed* the lion.
The lion *was killed* by the hunter.

The above two sentences have the same meaning but their *forms* are different.

In the first sentence, the subject (*the hunter*) is the *doer* of the action (*killed*) ; that is, the subject is active. The verb "*killed*" is, therefore, said to be in the **Active voice.**

In the second sentence, the subject (*the lion*) is *acted upon* and it is the receiver of the action (*was killed*) ; that is, the subject is not active, but passive. The verb "*was killed*" is, therefore, said to be in the **Passive voice.**

192 **Definition** — Voice is the form of the verb which shows whether the Subject acts or is acted upon.

193 There are **two Voices** :—

(*a*) When the subject of the sentence is the *doer* or *actor,* the verb is **Active** (কর্তৃবাচ্য).

He *runs*. I *did* it. He *said* this.

(*b*) When the subject of the sentence is *acted upon,* the verb is **Passive** (কর্মবাচ্য).

It *was done* by me. This *was said* by him.

194 **Rules for changing the Active Voice into the Passive :—**

(1) (*a*) The object in the Active Voice becomes the subject in the Passive (Active-এর Object-টি Passive-এর Subject হয়).

(*b*) The subject in the Active Voice becomes the object in the Passive, generally preceded by the preposition *by* (Active-এর Subject-টি Passive-এর Object-এ পরিণত হয় এবং তাহার পূর্বে সাধারণত: *by* বসে।).

(*c*) The Verb is changed into the Past Participle form and is preceded by some form of the verb **to be** (Active-এর Verb টি Past Participle form-এ পরিবর্তিত করিয়া তাহার পূর্বে **'to be'** verb-এর আবশ্যকীয় form বসাইতে হয়).

(195) Note the following example :

Subject *Object*

Active : The hunter killed the lion.

Passive : The lion was killed by the hunter.

Here the subject (the *hunter*) in the Active voice has become the object the Passive voice ; and the object (the *lion*) in Active voice has become the subject in the Passive voice. Similarly :

Active : Rani reads a book.
Passive : A book is read by Rani.

Active : He did the job.
Passive : The job was done by him

(196) The following table shows forms of verb **"to be"** in different tenses in the Active and Passive Voice.

Tense	*Active voice*	*Passive forms*
Simple Present	do ; does	*is/am/are* + done
Present Continuous	am/is/are doing	*am/is/are* + *being* + done
Present Perfect	has/have done	*has/have* + *been* + done
Simple Past	did	*was/were* + done
Past Continous	was/were doing	*was/were* + *being* + done
Past Perfect	had done	*had* + *been* + done
Simple Future	will/shall do	*will/shall* + *be* + done
Future Perfect	will/shall have done	*will/shall* + *have* + *been* + done
Can/May/Must (modals)	do	*can/may/must* + *be* + done

Look at the changes from Active to Passive Voice in different tenses. Learn them by heart.

	Simple	*Continuous*	*Perfect*
Present Tense	*Active* : I do it. *Passive* : It is done by me.	I am doing it. It is being done by me.	I have done it It has been done by me.
Past Tense	*Active* : I did it. *Passive* : It was done by me.	I was doing it. It was being done by me.	I had done it. It had been done by me.
Future Tense	*Active* : I shall do it. *Passive* : It will be done by me.	I shall be doing it. (no form)	I shall have done it. It will have been done by me.

Note

Perfect Continuous Tenses are not used in the Passive.

(197) Here are a few more examples of changes from Active Voice to Passive Voice :

(i) Present Tense

(a) *Simple Present*

Active	*Passive*
Children *like* sweets.	Sweets *are liked* by children.
He *sells* fish in the market.	Fish *is sold* by him in the market.
She *loves* me.	I *am loved* by her.
I *help* him.	He *is helped* by me.

(b) *Present Continuous*

Active	*Passive*
I *am reading* a book.	A book *is being read* by me.
They *are drawing* pictures.	Pictures *are being drawn* by them.
She *is cooking* rice in the kitchen.	Rice *is being cooked* by her in the kitchen.
Are you *writing* a letter ?	*Is* a letter *being written* by you ?

(c) *Present Prefect*

Active	*Passive*
I *have seen* him.	He *has been seen* by me.
The girls *have sent* the flowers.	The flowers *have been sent* by the girls.
Partha *has written* these letters.	These letters *have been written* by Partha.
They *have brought* the statue from Kolkata.	The statue *has been brought* by them from Kolkata.

(ii) Past Tense

(a) *Simple Past*

Active	*Passive*
He *did* it.	It *was done* by him.
They *bought* toys.	Toys *were bought* by them.
She *helped* me.	I *was helped* by her.
He *stole* my book.	My book *was stolen* by him.

(b) *Past Continuous*

Active	*Passive*
I *was doing* the work.	The work *was being done* by me.
He *was reading* a book.	A book *was being read* by him.
They *were calling* the boys.	The boys *were being called* by them.
Were the boys *throwing* stones ?	*Were* stones *being thrown* by the boys ?

(c) *Past Perfect*

Active	*Passive*
They *had done* the work.	The work *had been done* by them.
We *had won* the match.	The match *had been won* by us.
She *had sewn* the cloth.	The cloth *had been sewn* by her.
Had you *lent* the book ?	*Had* the book *been lent* by you ?

(iii) Future Tense

(a) *Simple Future*

Active	*Passive*
I *shall do* it.	It *shall be done* by me.
He *will do* the work.	The work *will be done* by him.
I *shall buy* a house.	A house *will be bought* by me.
He *will* not *hurt* you.	You *will* not *be hurt* by him.
Shall we *help* her ?	*Will* she *be helped* by us ?

(*b*) *Future Perfect*

Active	*Passive*
Mr Roy *will have taught* this class.	This class *will have been taught* by Mr Roy.
I *shall have written* the letter.	The letter *will have been written* by me.
She *will have drawn* the picture.	The picture *will have been drawn* by her.

(iv) Passive of Verbs with Modals

Passive form : Modal + be + Past Participle of main verb

Active	*Passive*
He *can do* the work.	The work *can be done* by him.
We *may help* her.	She *may be helped* by us.
You *must take* this medicine.	This medicine *must be taken* by you.
The boy *should read* the book.	The book *should be read* by the boy.
He *might take* your help.	Your help *might be taken* by him.

(v) Interrogative sentences

Active	*Passive*
Do you *know* him ?	*Is* he *known* to you ?
Does he *want* this ?	*Is* this *wanted* by him ?
Did he *take* tea ?	*Was* tea *taken* by him ?
Was he *taking* tea ?	*Was* tea *being* taken by him ?
Are you *reading* the book ?	*Is* the book *being read* by you ?
Have you *done* the work ?	*Has* the work *been done* by you ?
Where did you *see* him ?	*Where was* he *seen* by you ?
Who will *do* the work ?	*By whom* will the work *be done* ?
What did they *do* ?	*What was done* by them ?
Why have you *bought* this ?	*Why* has this *been bought* by you ?

For **Interrogative sentences** beginning with auxiliary verbs like **Do, Did, Does,** etc, the following steps may be followed to convert them to Passive ones:

Step–1 : Change the sentence into Assertive.
Step–2 : Change it into Passive.
Step–3 : Change it into an Interrogative one.

As :

Sentence	:	Do you know him ?	Did he take tea ?
Step—1 (Assertive)	:	You know him.	He took tea.
Step—2 (Passive)	:	He is known to you.	Tea was taken by him.
Step—3 (Interrogative)	:	Is he known to you ?	Was tea taken by him ?

Note that **who** in the active becomes **by whom** in the passive.

Note

(i) Only Transitive verbs (i.e. verbs taking an object to complete a sense) can be used in the Passive Voice. Since Intransitive verbs do not have objects, they cannot be used in the passive form. But there are some exceptions, see Art. 200.

(ii) Though, theoretically, all transitive verbs can be made passive, sometimes in practice the passive form is not used. As :

"*We had a nice dinner yesterday*" would not be used in the passive as "*A nice dinner was had by us yesterday*".

(iii) The doer of the action of a passive verb (i.e. object) may sometimes be preceded by some preposition **other than *by*** :

Active	*Passive*
His conduct annoyed me.	I was annoyed *at* his conduct.
This news will please you.	You will be pleased *with* this news.
His behaviour charmed me.	I was charmed *at* his behaviour.
Smoke filled the room.	The room was filled *with* smoke.
I know him.	He is known *to* me.
His result surprised me.	I was surprised *at* his result.

(iv) In the Passive Voice, sometimes the Object is understood. In changing such sentences into the Active Voice the Object has to be mentally supplied and then formed into the Subject. Thus :

Passive	*Active*
It *is said* he will come.	*Men say* he will come.
He *is expected* soon.	*We expect* him soon.
My book *has been lost.*	*I have lost* my book.
The house *was blown down.*	The *storm blew down* the house.
The lion *is called* the king of beasts.	*People call* the lion the king of beasts.
The shed *was burnt* to ashes.	*Fire burnt* the shed to ashes.
The injured *were taken* to a hospital.	*They took* the injured to a hospital.

198 The *Passive Voice* of **verbs with two objects** is formed by changing *either* of the two objects into the Subject, and retaining the other as the Object, called the **Retained Object.** (দুই Object-বিশিষ্ট Tr. verb-কে *Passive* করার সময় যে কোন Object-কে Subject করিয়া অপরটিকে *Retained Object* রূপে রাখিতে হয়।)

Active	*Passive*
He gave me a book.	*I was* given a *book* by him.
	A *book* was given *me* by him.

E EXERCISE 20

Change the voice of verbs :—

1. The girl knows it.
2. He said this to me.
3. I shall do the work.
4. He told me the story.
5. They sent me a box.
6. It is known to all.
7. They have lost the thing.
8. When will you make it ?
9. I shall give him a book.
10. Who saw the man there ?
11. My father helped him.
12. He is called Netaji.
13. He was punished by the teacher.
14. I promised him a reward.
15. They asked him a few questions.
16. It was seen there.
17. The man was seen walking there.
18. He was punished for misconduct.
19. She gave me two cups.

199 In changing the voice of **complex sentences** the voices of *both* the Principal and Subordinate clauses should be changed. The Introductory *It* also may be sometimes used (Complex sentence-এর Voice পরিবর্তনে Principal ও Subordinate —দুরকম clause-এরই voice পরিবর্তন করিতে হয়).

Active : I know that he did the work.
Passive : It *is known* to me that the work *was done* by him ; or, That the work *was done* by him *is known* to me. (But both are bad English).

Sentence : It is said that they know it.
Change of voice : Everybody *says* that it *is known* by (or to) them.

Passive : What *cannot be cured must be endured.*
Active : We *must endure* what we *cannot cure.*

(200) An Intransitive Verb may be **changed into the Passive :**

(*i*) When it takes a cognate object in the Active Voice :

The battle *was fought* at this place.
The race you speak of *was run* yesterday.

(*ii*) When it is a Prepositional or Group verb :

Active	*Passive*
They *laugh at* us.	We *are laughed at* by them.
He *dispensed with* my services.	My services *were dispensed with* by him.

EXERCISE 21

Change the voice of verbs :—

1. He says that he knows you.
2. I thought that you did it.
3. He knows that it was done by me.
4. It is said that he saved the boy.
5. It is expected that he will win the prize.
6. I shall help you if it is done in time.
7. They beat the thief when he was caught.
8. I know that the lion is called the king of beasts.
9. They fought a good fight.
10. They laughed at me.
11. He prevailed on me to go there.
12. He has brought out a new book.
13. He was called out by his friends.
14. They have worked out the sum.
15. They carried on the work.

(201) Double Passives should be avoided, because they are liable to give a wrong meaning. Thus,

He *ordered the spy to be shot* cannot be changed into "The spy *was ordered* (by him) to be *shot* (double passive)," because the latter sentence implies that he gave the order to the spy. Other examples :—

Incorrect : The evil *was sought to be corrected.*
Correct : They sought to *correct the evil.*

Incorrect : A meeting was *proposed to be held.*
Correct : They proposed to hold a meeting.
Or, It was proposed to hold a meeting.
Or, It was proposed that a meeting should be held.

(202) Objects that cannot be used as Subjects in the Passive :

(*a*) The **Reflexive object.** Thus, "He killed *himself*" cannot be changed into "*Himself* was killed by him." The Passive form would be "He was *killed by himself.*" But this is not a good grammatical sentence. The Active form should be used.[1]

Note

Carefully guard against the error **'was availed of.'** *Avail* always requires a reflexive object, which cannot become the subject in the passive voice. *He availed himself of my offer* cannot be changed into *My offer* was *availed of by him,* because the object of *availed* is *himself,* not *offer,* which is governed by *of.* Moreover, what about *himself*?

(*b*) The **Factitive object.** Thus, "They made him *king*" becomes "*He* was made *king* by them" in the passive.

(*c*) The **Adverbial object.** Thus, "He worked an *hour,*" where *hour* is an adverbial object, cannot be changed into "An hour was worked by him."

[1]According to *MEU*, "The conversion of active verb sentence into a passive verb one of the same meaning—e.g. of *you killed him* into *He was killed by you*—is a familiar process But it sometimes leads to bad grammar, false idiom, or clumsiness."

(203) If the Active verb is in the **Imperative mood,** the word *'let'* is usually placed at the beginning in the Passive Voice. There are other ways also.

Active	*Passive*
Do it.	*Let* it *be done.*
Tell him to go.	*Let* him *be told* to go.
	Or, He *should be told* to go.
Keep your word.	Your word *should be kept.*
Put up a tent.	*Have* a tent *put up.* (*Smith*)
Please keep off the grass.	You (or, visitors) *are requested* to keep off the grass. (*Smith*)
Enter by this door.	You *are requested* to enter by this door.
Help the poor.	The poor *should be helped.*
Take the medicine regularly.	The medicine *should be taken* regularly.

(204) Passive of **Infinitives** is done by retaining the *'to'* followed by *'be'* and the *past participle* form of the verb.

Active : *to* + *do*
Passive : *to* + *be* + *done*

Active	*Passive*
I am *to buy* a book.	A book *is to be bought* by me.
I have *to do* the work.	The work has *to be done* by me.
It is time *to tell* him the truth.	It is time for the truth *to be told* to him.
You are *to post* the letters today.	The letters are *to be posted* by you today.
He has no money *to spend.*	There is no money *to be spent* by him.

(205) Some transitive verbs are *active in form* but *passive in sense;* they are also called **Quasi-passive verbs.** This usage is called by some the **Middle Voice :—**

This book *reads* well (= sounds to or affects a reader well when it is *read*). It *tastes* sweet (= is sweet when *it is tasted*). This book is *printing* (= is being printed). The cows *are milking* (= *are being milked*). The rose *smells* sweet (= is sweet when it *is smelt.*) The house *is building* (= *is being built*). The floor *feels* smooth (= is smooth when it *is felt*).

Note

Such expressions as **He is gone, He is come** are not passive, since *go* and *come* are intransitive, and cannot be used in the passive voice. They are merely alternative forms of *He has gone, He has come.* [See Art. 176 Note (a)]. But there is a slight difference in meaning between the two forms. In *He has gone,* emphasis is laid on the *time of the action;* but in *He is gone,* emphasis is laid on the *state of the agent,* i.e., his absence, and not on the time of action.

Miscellaneous Examples

Passive : A promise *should be kept.*
Active : One *should keep* one's promise.

Passive : My pen *has been stolen.*
Active : Someone *has stolen* my pen.

Passive : I was *obliged* to go.
Active : Circumstances *obliged* me to go.

Passive : Nothing *can be gained* without labour.
Active : We *can gain* nothing without labour.

Passive : Why *was he refused* admittance ?
Active : Why *did* they *refuse* him admittance ?

Passive : Indiscipline *should not be encouraged.*
Active : We *should not encourage* indiscipline.

Note

In the above examples, the **agent with *by* has been omitted** in the passive constructions.

(206) When to use the Passive Voice : The very construction called the passive voice is used in specific situations. They are the following :

(*a*) *When it is not necessary to say who performed the action* : The fine textile materials *are made* in India.

(*b*) *When it is preferable not to mention the performer or doer* : *Ram was told* that his English was not satisfactory for college work.

(*c*) *When we wish to emphasise the receiver rather than the performer or doer* : A man *was knocked* down by a lorry here.

(*d*) *In situations of social and historical significance* : America *was discovered* by Columbus.

(*e*) *In invitations, requests and announcements* : Passengers *are requested* not to smoke in the bus.

(*f*) *In newspaper reports* : Calcutta *was lashed* by a thunder shower on Friday morning.

(*g*) *To describe mechanical process and in giving scientific descriptions* : In an internal-combustion engine the mixture of air and petrol *is compressed* in the cylinder by a piston.

EXAMPLE WORKED OUT

A. Active to Passive :—

Active : I must do it.
Passive : It must be done by me.

Active : He is flying a kite.
Passive : A kite is being flown by him.

Active : The servant cooked our food
Passive : Our food was cooked by the servant.

Active : He sent me a present.
Passive : A present was sent to me by him.
Or, I was sent a present by him.

Active : They hoped to win the match.
Passive : It was hoped by them that they would win the match.

Active : They speak French.
Passive : French is spoken by them.

Active : Did you send the book.
Passive : Was the book sent by you ?

Active : She was reading a book.
Passive : A book was being read by her.

Active : Someone knocked at the door.
Passive : The door was knocked at.

Active : You cannot hope that the boys will answer all the questions correctly.
Passive : It cannot be hoped that all the questions will be answered by the boys correctly.

Active : Please keep the book on the table.
Passive : You are requested to keep the book on the table.

Active : They elected him secretary of the club.
Passive : He was elected secretary of the club.

Active : We use this house very rarely.
Passive : This house is used very rarely by us.

Active : Someone will serve the food soon.
Passive : The food will be served soon.

Active : We will not allow them to enter the room.
Passive : They will not be allowed to enter the room.

Active : People say that he is a spy.
Passive : It is said that he is a spy.

Active : We know that the earth is round.
Passive : It is known that the earth is round.

Active : You could not understand what I told him.
Passive : What was told to him (by me) could not be understood by you.

Active : People in Egypt speak Arabic.
Passive : Arabic is spoken in Egypt.

Active : Listen to me.
Passive : I should be listened to.

B. Passive to Active :—

Passive : This book must be read by every student.
Active : Every student must read this book.

Passive : The thief was caught by the police.
Active : The police caught the thief.

Passive : She was given a book by her father.
Active : Her father gave her a book.

Passive : The tree has been uprooted.
Active : A strong wind has uprooted the tree.

Passive : My book has been lost.
Active : I have lost my book.

Passive : The door should be kept closed.
Active : You should keep the door closed.

Passive : My suggestion was not accepted.
Active : They did not accept my suggestion.

Passive : A meeting was held and speeches delivered.
Active : They held a meeting and delivered speeches.

Passive : Teak wood has been used in these furniture.
Active : We have used teak wood in these furniture.

Passive : Silence must be maintained in the library.
Active : Readers must maintain silence in the library.

Passive : The club was established in 1957.
Active : They established the club in 1957.

Passive : It is said that he is the best boy in the class.
Active : They (or, people) say that he is the best boy in the class.

Passive : You are expected to be faithful.
Active : We expect you to be faithful.

of the UNICEF very soon. According to the minister, Rs. 35 lakhs — (collect) from the exhibition football match held last Sunday.

8. On December 2, 1982, the first permanent artificial human heart — (implant) in an American dentist, Barney Clark. The fist-sized heart, which —(keep) Clark alive for 111 days, — (develop) in Salt Lake City which — (rank) only 50th in size among American cities. The desert valley where the city — (locate) — (settle) in 1848 by Mormon pioneers.

9. Jute fibre — (obtain) from jute plant. In India it — (cultivate) mostly in West Bengal. Fertile soil — (require) for its cultivation. The field — (plough) and manure — (apply) to make it fertile.

CHAPTER XV

MOOD

207 A **Mood** denotes the *mode* or *manner* in which a statement is made by the verb (Verb দ্বারা যে Mood-এ বা ভাবে বাক্যটি বর্ণিত হয় তাহাকেই Mood বলে). There are three moods :— **Indicative, Imperative,** and **Subjunctive.**

NOTE : *Formerly the* **Infinitive** *also was called a mood; but some modern grammarians do not regard it as such,* because it "merely names the action in an indefinite way, without reference to the *mode* or *manner.*"

208 The **Indicative Mood** is used :—

(*a*) *To state a fact* : I *do.* He *goes.* He *does* not *go.*

(*b*) *To ask questions* : *Is* he ill ? *Do* you *like* it ?

(*c*) *To express a supposition which is taken as a fact* (অনুমানকে সত্য বলিয়া প্রকাশ করিতে) : If he *goes* there he will be punished (taking it as a fact that he will go there). If it *rains* you must not come (taking it as a fact that it will rain).

209 The **Imperative Mood** is used only in the present tense and in the Second Person :

(*a*) *To give orders* : *Go* there. (= *Go* you there). *Sit* down (= *Sit* you down).

(*b*) *To make request* : *Come* in, please.

(*c*) *To advise* : Do *not tell* a lie. *Be* steady.

(*d*) *To entreat* : *Save* me. *Help* ! *Have* pity on us.

(*e*) Sometimes to express **a supposition :** *Read* (= if you read), and you will learn. *Move* (= unless you move), or you die.

(*f*) Sometimes, **absolutely :** Give me some money, *say* fifty rupees.

210 (1) The **Subjunctive Mood** is used to express :—

(*a*) A *condition* or *supposition contrary to fact* (যাহা বাস্তবিক ঠিক নয় তাহা ঠিক অনুমান করিতে):

If I *were* you (*i.e.,* but I *am* not), I should not do it. Had *he* been present, he would have opposed you. '*Were* he here, I would tell him this.'

Sometimes the *condition* is expressed in the **Imperative** form : '*Come* weal, *come* woe (Whether weal or woe comes), I shall go there.'

(*b*) A *wish* (ইচ্ছা বুঝাইতে) (this is called the **optative** use) :

Long *live* the King. *May* he be happy. *Had* I *been* there !

(*c*) A *proposal, intention* or *order* not yet carried out (কোন প্রস্তাব, সঙ্কল্প বা আদেশ বুঝাইতে,— যাহা এখনও কার্যে পরিণত হয় নাই) :

Resolved that the proceedings of the last meeting *be confirmed.* The sentence is that he *be hanged* by the neck.

(2) **The form of the Subjunctive is the same** in all numbers and persons :

In the *present tense* it is that of the *infinitive without "to"* : If you or he or I *want ;* If you or Ram or I *go* ; If you or they or we *be.*

In the *past tense* it is that of the *Indicative past :* If he or I *went* ; Though you *went.*

But, in the **case of the verb "to be," the present form** is *be,* **and the past form is** *were* **for all numbers and persons :** If he or they *were ;* Though I *were.*

[1]Note

The tendency of modern English is to discard the Subjunctive.

A few more examples of the Subjunctive Mood :

If he *were* (not *was*) there, he would have come.
I wish this *were* (not *was*) possible.
I would go there if I *were* (not *was*) you.
I wish I *could* (not *can*) have the things.
If it *be* (not *is*) sin to work hard, I am a sinner.

EXERCISE 23

Indicate the moods of the verbs in the following sentences :—

1. Sit down.
2. Work and you will succeed.
3. Do not talk.
4. I warn you lest you should fail.
5. Touch it, and you die.
6. Follow me, or you will be punished.
7. Wish that he were here.
8. He went there so that he might see the sight.
9. May God bless you.
10. Were I rich, I would have helped you all.
11. If he is there, he will help you.
12. If he be there, he will help you.
13. Be steady.
14. We eat that we may live.

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CHAPTER XVI

VERBALS OR NON-FINITE VERBS

211 Verbals include (1) **Infinitives,** (2) **Gerunds,** and (3) **Participles.**

The Infinitive

212 The Infinitive is formed by adding *to,* expressed or understood, before the verb : He came *to play.* Learn *to read.* I saw him (to) go.

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[1]"The subjunctive mood is in its death throes, and the best thing to do is to put it out of its misery as soon as possible." —Somerset Maugham in *A Writer's Note-book.*

"The subjunctive mood is dying ; the indicative is superseding it more and more." —*The Complete Plain Words* by *Sir Earnest Gowers.*

(213) The sign of the Infinitive is omitted :—

(*a*) *After the active voice* of the verbs *please, see, let, make, know, feel, hear, bid*[1], *need, behold, watch, dare* (but see Art. 236) :

Please (to) go there.
I *saw* him (to) *go* home.
Let him (to) *come*
He *need* not *go* there.
He *made* me do it.
We *heard* him *say* so.
I watched him go.
I have *known* him (to) go there.

But when these verbs (except *let*) *are in the passive voice 'to'* is *not omitted.*

He was seen *to* come.
I was made *to* sit down.
Ram was heard *to* say so.
But he was *let* go.

(*b*) After the auxiliaries and defective verbs *can, do, has, have, may, must, shall, should, will, would* :

Can you (to) do this ?
I *will* (am willing to) go.
Do (to) go there.

(*c*) After the verb *had* in such phrases as *had better, had rather, had sooner, had as soon ... as,* etc. :

I *had better* or *had sooner* (to) go.
You *had rather* (to) remain here.

(*d*) After *than, except, as, better,* and also *but* when it is preceded by *do* :

He is better able to walk *than run* (= than he is able to run).
He did nothing *but* (to) *laugh.*
He did everything *except* (to) *carry* out my order.
He did not so much *as* (to) *say* he was sorry.
Better (to) be with the dead.

(214) Two Infinitives : *Simple* or *Noun Infinitive* and *Gerundial* (or *Qualifying*) *Infinitive.*

(215) The Simple or **Noun-Infinitive** (ইহা Noun-এর মত ব্যবহৃত হয়) **is used :—**

(*i*) As the subject of a verb : *To err* is human. *To walk* is good for health.

(*ii*) As the object of a verb : He likes *to swim.* I taught him *to read.* He was taught *to read* (retained object).

(*iii*) As the complement of a verb : He seems *to be* rich. I saw him *go.* I ordered him *to be punished.*

(*iv*) As the object of the prepositions *about, but, except,* and also of *than* used as a preposition : He is *about to die.* I cannot *but* (to) *go* there. He did nothing else *than* or *except* (to) *laugh* (Nesfield).

(*v*) Absolutely, in exclamation or interrogation : *To think* that he would do so ! And now what *to do* ?

(216) The Gerundial Infinitive (ইহা Adjective বা Adverb-এর মত qualify করে) **is used** to express purpose, cause, condition or results, and may be attached :—

(*i*) *Adverbially* to a verb : He came *to see* me. It came *to pass.* We eat *to live.*

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[1]The use of *to* after *bid* is coming into vogue. Pocket Oxford has—Bid him *go* or *to go.*

(*ii*) *Adverbially* to an adjective : I am sorry *to hear* this. He is ready *to go.* I am anxious *to learn.*

(*iii*) *Adjectivally* to a noun : I have a house *to let.* Here is a chair *to sit on.*

(*iv*) **Absolutely** or **Parenthetically to a sentence :** *To tell* you the truth, I do not trust him. *To be brief,* I am ruined.

Note

(*a*) How to **distinguish** between a **Simple Infinitive** and a **Gerundial Infinitive** : The best way of finding out whether an infinitive is *simple* or *gerundial* is to expand it. If it becomes a *noun clause* it is a *simple infinitive;* but, if it becomes an *adjectival* or an *adverbial clause* it is a *gerundial infinitive.*

(*b*) In colloquial English, when the verb has been already used, the verbal part of the infinitive is sometimes dropped, and *to* alone is used : 'Will you go home ?' 'I like *to* (to go home)'. 'Has he done the work ?' 'He ought *to* (= to have done)'.

(217) The Split Infinitive is the name given to an infinitive form in which the main verb is wrongly separated from *to* by some word between [কখনও কখনও Infinitive-এর *to* এবং verb এর মধ্যে অন্য শব্দ বসাইয়া এ দুটিকে পৃথক (split up) করা হয়। এটা ঠিক নয়।] : I request you *to kindly help* me. I request you *to quickly do* this. The correct forms are—I request you *to help* me *kindly.* I request you *to do* this *quickly.*

But the use of the *Split Infinitive* has come to stay and occasionally serves a clear and useful purpose. Thus, in "Police schools have been started *to better train* rural constables," *better* cannot be shifted without injury to the sense of diction.

EXERCISE 24

Pick out the infinitives and say how each is used :—

1. He came to see me.
2. I like to do it.
3. To walk in the morning is good for health.
4. He wants to go home.
5. He laughed to see me in trouble.
6. I am glad to hear this.
7. He was, to put it briefly, entirely to blame.
8. To speak the truth, I consider him a fool.
9. He was about to cry out.
10. He did nothing but laugh.
11. Give him a chair to sit on.
12. They expect to pass.
13. To err is human.
14. He came only to find that his father was about to die.
15. Give me water to drink.
16. He wept to hear the news.
17. He was taught to swim.
18. To be brief, I missed the train.
19. You are to blame.
20. I like you to be honest.
21. He seems to be clever.
22. I allowed him to go.
23. You had better go.
24. I had rather wait.
25. I could not but go there.

❖⌘❖⌘❖

PARTICIPLES, GERUNDS AND VERBAL NOUNS

(218) Participles are forms of verbs which partake of the nature of both an *adjective* and a *verb.* They are of two classes :

(*a*) **Present** Participles express an action *going on* and not completed, and are formed by adding '*-ing*' to the verb.

(*b*) **Past** or **Perfect** Participles express an action *complete,* and are formed by adding *ed, d, t, en,* or *n* to the verb : clear*ed,* hear*d,* learn*t,* broke*n,* shown, etc.

219 A **Participle can be used** in three ways :—

(*a*) As an attributive adjective ; as—

This is a *charming* scenery. A *rolling* stone gathers no moss.
He is a *learned* man. Try to recover your *lost* health.

Note

When a Participle is used as an adjective before the noun it qualifies it is called a **Participial Adjective.**

(*b*) Predicatively, to complete the sentence ; as—

The scenery looks *charming.* We saw him *running* away.
She appears to be *learned.* The chair lay *broken* into pieces.

(*c*) Absolutely ; as—

God *willing,* we shall do it tomorrow. This *done* (having been done), they all left the place. The dinner (*being*) over, the party broke up.

Note

(*a*) The construction in (*c*) is called the **Nominative Absolute** construction. Most of the **participles that have practically become prepositions** once belonged to this construction :— *Considering* his age (= his age *being* considered), he has done well. *Supposing* this (= this being supposed) to be true, what will you do ? Other examples :— *according (to), assuming, concerning, speaking,* etc.

(*b*) Since, Participles partake of the nature of verbs as well, they take objects when formed of transitive verbs : I saw him *doing it.*I heard you *saying this. Having done* the *work,* he returned home.

220 **The Unattached Participle**— The *participle* should be employed with a *noun* or *pronoun* which it qualifies. The omission of such a noun or pronoun is wrong.

For example, in '*Standing* on the shore, my *eye* roams over the sea,' *standing* appears to qualify *eye,* while the writer means a person. The correct form should, therefore, be— While *one is standing* on the shore, *one's* eye, etc. or, *As I am standing,* etc. Similarly —

Incorrect	*Correct*
While *walking* in the garden my foot slipped.	While *I was walking* etc.
Going home, my hat was blown off.	As *I was* going home etc.
On *entering* the class, it was found empty.	On *entering* the class, the *teacher* found it empty.
Writing the letter it was posted.	*Writing* the letter *I* (or *he*) *posted it.*

But the following form exceptions :—

(*a*) In absolute construction : Roughly *speaking,* the two are equal.

(*b*) Participles that have passed into prepositions : *Regarding* the proposal, I have nothing to say.

221 (*a*) Used *adjectivally,* the **Present Participle is active** in meaning, but the **Past Participle is Passive,** since it has a passive force implied in it : A *burning* house = a house that *is burning.* A *burnt* house = a house that *has been burnt.*

(*b*) The Past Participle sometimes expresses *habit, state* or *character* : A well-*read* man = a man who has read much and well. A plain-*spoken* man = a man who speaks out plainly.

(222) A **Gerund** is a noun-verbal in *-ing*, and is used :—

(*a*) As the subject of a verb : *Walking* is a good exercise.

(*b*) As the object of a verb : I learn *drawing*. Stop *playing*.

(*c*) As the object of preposition : He is fond of *riding*.

(*d*) As a complement : It is a capital *saying*.

(*e*) As a part of compound noun : a *sleeping* room ; *drinking* water ; a *walking* stick ; *laughing* gas.

Note

(*a*) A Gerund may also take an object : I am fond of *reading books*. He likes *playing tennis*.

(*b*) Examples given in (*e*) above should be carefully distinguished from participial adjectives in *-ing*, as in '*a sleeping* dog,' '*singing* birds.' The examples mean a *room for sleeping, water for drinking, a stick for walking* (or, to *walk with*), where *sleeping, drinking, walking are nouns* and are, therefore, to be classed as *gerunds*.

(*c*) Sometimes the letter *a* (shortened form of *on*) is placed before the gerund in a prepositional sense. This set him *athinking*. He went *ahunting*.

"In such constructions as 'The house is *building*,' 'He is a long time *coming*', the verb in—*ing* is regarded as a gerund with the preposition *a* or *on*, understood, governing it."—*Yates*.

(223) **Gerund with Possessives**— (*a*) The Pronoun governing a Gerund should be in the possessive case[1].

I like *your doing* this.
He insisted on *my going* there.

But when the Pronoun has no real possessive, it is in the objective case, and the form in *-ing* following it is no longer a Gerund but a Participle :

Please oblige me by *all leaving* the room.
I have doubts about *this happening* at all.

(*b*) The **Noun** governing a Gerund should also be in the possessive case with 's, if it can take that inflection :

I am glad at your *father's coming* here.
I was prepared for your *friend's saying* this.

(*c*) But the construction with the Participle and the Adj., rather than with the Gerund and the Possessive, is necessary :—

(*i*) *When the noun is the name of a lifeless thing* :

There is a chance of the *milk turning*.
There is no hope of the *discussion resulting* in any good.

(*ii*) *When the noun is a plural in—s* :

I do not like *boys playing* here.
But,—I do not like *children's playing* here.

(*iii*) *When the verbal is in the passive* :

I insist on the *man being punished*.

Note

With the *name of a person*, either usage is permissible :

We insisted on Smith's joining us.
We insisted on Smith joining us.

[1]"That the possessive of all pronouns that have the form should be used instead of the objective or subjective is hardly disputed." .. *The Kings's English* by Fowler & Fowler.

Sometimes the constructions have different meanings :—

I was interested in *Robinson's running* (= in the *way* in which R. ran),
I was interested in *Robinson running* (= the *fact that* R. ran). —*Westaway.*

(224) Gerundive Participles—Participles are sometimes used to imply Gerunds or Gerundial Nouns in addition to qualifying the nouns as participles. They are then called *Gerundive Participles* ; as, I depend on the wall *being built* at once.

Note

In the above case, how are we to parse "being built" ? "It is not enough to say that it is an ordinary participle : for it does more than qualify the noun 'wall'. The sentence does not mean 'I depend on the wall,' but 'I depend on the *wall being built* at once', that is 'on the immediate *building* of the wall.' There is, therefore, a gerund or gerundial noun implied in the participle "being built." —*Nesfield.*

(225) Fused Participles—We often come across sentences like the following :—

Women having the vote reduces men's power. The *children wanting* to go is quite natural. I did not know of *him leaving* the town.

In the first sentence, the subject is neither *women* (because *reduces* is singular), nor *having* (for that would leave *women* in air, with no grammatical connection whatever), but a compound notion formed by the *fusion* of the noun *women* with the participle *having*. Participles so constructed are called *Fused Participles*. Grammatically, *having* must be the subject, *i.e.,* it must be a gerund, not a participle and the accompanying noun or pronoun must be a possessive, qualifying it.

Similarly, in the second sentence, there is a fusion of the noun *children,* with the participle *wanting*. In the third sentence, *leaving* is the object of the preposition *of, i.e.,* it is a gerund, and must be qualified by the possessive *his*. Hence, *the sentences should be corrected as* :

Women's having, etc. ; The *children's* wanting, etc. ; I did .... of *his* leaving the town.

(226) A **Verbal Noun** is a verbal in *-ing* with the *definite article* before and the preposition *of* after it. (See also Art. 227).

He is engaged in the *writing* of a letter. I discourage the *reading* of such books.

(227) Present Participles, Gerunds and Verbal Nouns distinguished :

1. A Present Participle is a *verb* and *adjective* combined. But it is primarily an *adjective,* qualifying a noun, though it takes an object after it when formed from a transitive verb : I found him *reading,* or *reading* a book. *Playing* tennis he gained health.

2. A Gerund is a *verb* and *noun* combined. But it is primarily a *noun* and is used as an ordinary *noun* in a sentence—*i.e.,* as subject, object, complement—and may also have an object like a *verb* when it is formed from a transitive verb : His *reading* is bad. He is engaged in *reading* a book. *Seeing* is *believing*. He is fond of *playing* football.

3. The Verbal Noun is a *noun only*. It is practically a Gerund preceded by *the* and followed by *of.* See Art. 226.

Some, however, recognise no distinction between a Gerund and a Verbal Noun. "The term verbal noun is applied to the infinite parts of the verb that act as nouns, *i.e.,* the Infinitive Mood and the Gerund. By some grammarians it is used particularly of the infinite part in *-ing* that has divested itself completely of verbal force and become a pure noun"[1].

"It is guarded from all possible verbal activity by the definite article before and the preposition *of* after it." —*A.B.C. of English Usage.*

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[1]According to them, in the examples under (2), *reading* is a verbal noun in the first sentence, but a gerund in the second. In the third sentence both *seeing* and *believing* are verbal *nouns.*

(228) **Wrong Use of Infinitives**– "Though the Infinitive and the Gerund are almost synonymous and though both can be used as Nouns, English idiom requires the use of the Gerund in some case, and the use of the Infinitive in other cases. Neither of them can be used indiscriminately. It is a question, not of grammar, but of idiom." Thus write :

Abstain from *speaking* evil of others. (Not, to speak).
He is *addicted* to *gambling*. (Not, to gamble).
He *aimed at becoming* a good painter. (Not, to become).[1]
I *assisted* him in *doing* the work. (Not, to do).
He *is bent* on *going* there.
He is *capable* of *doing* this.
He *has* no *chance* of *winning*.[2]
He is *confident* of *winning*.
The Hindus have the *custom* of *burning* the dead.
He was *debarred* from *competing*.
I am *desirous* of *going* there[3].
He *despairs* of *getting* the prize.
Desist from *opposing* me.
He is *disqualified* for *holding* the post.
Don't forget the *duty* of *helping* the poor.
The navy is *equal* in strength *to performing* the task.
He is an *expert* in *inventing* stories.
She *excels* in *painting*.
He has no *excuse* for *being* late.
He is *fearful* of *going* out alone.
Finish doing it.
I am *fond* of *playing* tennis.
I *hindered* him from *doing* it.
I *insist* on *your doing* this. (Not, on you to do this).
I am *intent* on *going* there. (Not, intent to go there).
He is *justified in doing* this.
He *meditates resigning*.
I am under the *necessity* of *going* there.
He *objects* to *doing* the work.
He has a *passion for studying*.
He *persisted* in *saying* this.
Give up the *practice* of *laughing* at others.
Practise swimming.
Who *prevented* you from *going* there ?
He *takes pride* in *doing* this.
He *prohibited* us from *doing* it.
He *repented* of *doing* (or *having* done) it.
Refrain from *speaking* evil of others.
He resigned himself *to failure* (not, *to fail*).
He *is right* in *saying* this.
He *succeeded* in *doing* the work.
I *thought* of going to the place.[4]

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[1]But "aim *to make* is good American" —*A.B.C. of Eng. Usage ;* and "this is gaining ground in English" —*Good English* by G.H. Vallins.

[2]But Webster's International Dictionary has—a chance to *escape*.

[3]But Universal Eng. Dict. (Oxford) by Wyld has—*desirous of success, to succeed.*

[4]But *POD* has—*He thought to deceive me, to be king.*

Note

Verbs of prevention (viz. *abstain, debar, desist, disqualify, hinder, prevent, prohibit, refrain,* etc.) except *forbid* are always followed by *from* and a gerund.

Sometimes both forms are allowed :

He is afraid *to go* (or, *of going*) there.
I had the opportunity *to do* (or, *of doing*) it.

EXERCISE 25

Parse the following forms in "ing" :—

1. I am dull of hearing.
2. I am tired of hearing the story.
3. This is a printing machine.
4. He is printing his book.
5. The book is printing.
6. He is engaged in the profession of printing.
7. I am prepared for the coming event.
8. I am tired of waiting.
9. Further waiting is useless.
10. She is a waiting maid.
11. Lying is a sin.
12. He is eating fruit.
13. Regarding the truth of the statement, I can say nothing.
14. Entering the room, I found him sitting on a chair.
15. Considering his age, he has made much progress.
16. He is sleeping.
17. He went away weeping.
18. Success is attained by working diligently.
19. Working diligently, he finished the work in three days.
20. Singing songs is a sign of joy.
21. Leaving the house, he spent his time in walking.

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CHAPTER XVII

AUXILIARY, DEFECTIVE & ANOMALOUS VERBS

229 (*a*) **Auxiliary Verb :**—See Art. 160 (b).

(*b*) **Defective Verbs** are those that do not possess all the usual forms of a verb : *may, shall, will, can, owe, need, must, ought, dare, quoth, worth.*

(*c*) **Anomalous** Verbs are those that have parts formed irregularly : *be, can.*

230 **Be** (the various forms of the verbs are— *be, am, is, are, was, were, being, been*) is used—

(*a*) **As an auxiliary,**

(*i*) *To form the passive voice* : He *is* known. I *was* beaten.

(*ii*) *To form the continuous tense* : I *am* writing. He *was* reading.

(*iii*) *With the infinitive,* to express expectation or possibility (আশা বা সম্ভাবনা বুঝাইতে infinitive-এর সঙ্গে) : I *am to go* there. He *was to have gone* home.

(*iv*) With the past participle of an intransitive verb, to form an alternative perfect tense : The sun *is set.* He *is gone.* (See Art. 205, Note).

(*b*) As an **Intransitive principal** verb, of

(*i*) *Complete predication,* when it means *to exist* : God *is.* Can such things *be* (exist) ?

(*ii*) *Incomplete predication* : He *is* a good boy.

Note

The form *be* is occasionally used instead of *are*, but its use is becoming rare : The powers that *be*.

(231) Have (its forms are—*has, have, having, had*) is used–

(*a*) As an **auxiliary,** to form *perfect tenses* : I *have* seen the man. He *has* done it.

(*b*) As a **principal verb,** meaning "to possess", "to take part in" : I *have* a pen. We *had* a game of cricket.

(*c*) With the Infinitive, to express 'obligation' (বাধ্যতা বুঝাইতে Infinitive-এর সঙ্গে) : I *have* to go. He *has* to do it.

(*d*) To mean "cause" (করিয়ে নেওয়া অর্থে) : *Have* it done now.

(232) Do has two functions :—

(*a*) As an **auxiliary,** it is used—

(*i*) Immediately before "present and past tenses, Indicative, of other verbs for the sake of *emphasis.*" (Nesfield). *Do* go there. I *did* go there.

(*ii*) In a *negative* sentence with "not" : *Do not* go there.

(*iii*) In *asking* a question : *Did* you go there ?

(*b*) As a **principal verb,** it is used—

(*i*) As a *transitive* verb (= perform) : *Do* your duty.

(*ii*) As an *intransitive* verb (= act) : This will *do*. *Do* as I tell you.

(*iii*) As a substitute for a preceding verb to avoid repetition (পুনরুক্তি দোষ এড়াইতে পূর্বে ব্যবহৃত কোন verb-এর পরিবর্তে). (Hence it is called a **pro-verb** or **a substitute verb**) : He walks faster than I *do* (= walk).

(233) Must has no change of form. The Infinitive without *to* following it is its object. It now refers only to Present and Future times, and expresses

(*a*) *Compulsion* : You *must* do it.

(*b*) *Determination* : I *must* see him punished.

(*c*) *Certainty* : He *must* be mad. We *must* all die.

(*d*) *Duty* : We *must* obey our parents.

Note

To denote *past certainty, have* is often added to *must* : You *must have done it* = it is *certain* that you *did* it.

(234) (1) **May**[1] is used as—

(*a*) A **principal** verb (with an *Infinitive* as object) to denote

(*i*) *Permission* : Yo *may* go now. *May* I come ?

(*ii*) *Possibility* : He *may* pass. It *may* rain.

Note

The past form *might* is sometimes used with a present or future meaning to express greater doubt : He *might* recover (*i.e.,* the chance is very slight).

(*b*) An **Auxiliary** verb, to form a *subjunctive,* denoting

(*i*) *A wish* : *May* you be happy. *May* God bless you.

(*ii*) A *purpose* : He works hard that he *may* pass.

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[1] *C.O.D.* and *P.O.D.* treat *may* as an auxiliary only.

(2) **Might** expresses a mild form of request :— *Might* I go now ? With the perfect infinite *have*, it indicates *failure on account of an unfulfilled condition* :

He *might have recovered* if he had proper nursing.

(235) **Can** expresses [See Art. 161, Note (b)]

(*i*) *Power* or *ability* : He *can* run. I *can* help you.

(*ii*) *Permission* : You *can go—POD.*

Note

"*Can* is sometimes used wrongly instead of *May*, and *vice versa*. *Can* denotes positive ability or physical possibility ; whereas *may* rather implies that there is no physical or normal obstacle to an action : *e.g.*, 'If you look at a cow's hooves, you *can* (not *may*) see that they are cloven.' *'May I go'* (not can)" —*Oxford Grammar.*

The past form **could** is sometimes used for *can*

(*i*) To mean 'feel inclined to' : I am so glad at the news that I *could* almost dance for joy.

(*ii*) 'As a *polite* form of address' : *Could* (= can) you tell me the time ? — *Tipping.*

(236) (*a*) **Dare** in the sense of *challenge* is conjugated in all moods and tenses and is followed by an infinitive with *to*, and has *dared* for its past tense :

He *dares* or *dared* me *to* fight. I *dare* you *to* do it.

(*b*) **Dare** (in the sense of venture) : the *third person singular* in the **present tense** is

(*i*) *Dare*, usually followed by the infinitive without *to*, chiefly but not solely, in *negative* and *interrogative* sentences.

(*ii*) *Dares*, usually followed by the infinitive with *to* in *affirmative* sentences :

He *dares* to do it. He *dare* not do it. *Dare* he do it ? No, he *dare* not. Yes, he *dare* (= *dare* do it), or, Yes, he *dares* (= *dares* to do it).

(*c*) **In the past tense,** either **dared** or **durst** is used :

He *dared* or *durst* not *do* it. He *dared do* it.

He *dared to* do it. *Dared* he *do* it ? *Dared* he *to do* it ?

"But 'dared' is the standard form in modern literary English" — *A. B. C of Eng. Usage ;* also *Good English* by *Vallins ;* **"but 'durst' is still used as a past tense, usually with 'not' and followed by the infinitive without 'to'."** — *Good English by* G.H. Vallins.

Note

I dare say simply means, 'I believe,' 'probably'.

(237) (*a*) When **Need** means **to want,** it is conjugated in all moods and tenses, and is followed by a noun or the infinitive with *to* : He *needs* (or *needed,* or *will need*) rest. It *needs* (or, *needed*) to be done.

(*b*) When **Need** means **to be under the necessity,** it is used only in negative and interrogative sentences and in the **present tense** only, followed by the infinitive without *to,* the third person singular being *need,* not *needs.* The **past idea** is sometimes shown by using the *perfect infinitive* without *to* after the word :

He *need* not do it. What *need* he care for me ?

Note

(*a*) In such phrases as 'He **must needs** do this,' *needs* is really a possessive case with the apostrophe before *s* omitted. So *needs* = need's = of necessity = necessarily. *Needs* has, therefore, become an adverb.

(238) Ought expresses *duty* or *obligation*. It has the same form in the present and the past, but, reference to *past* time is indicated by using a *perfect infinitive after it*. It is transitive, almost always followed by *to*, and the infinitive following is its object : You *ought* to go there. You *ought* to have gone there.

Shall and Will

(239) Shall expresses *simple futurity* in the *first* person, *command, promise* or *threat* by the **speaker** in the *second* and *third* persons (শুধু ভবিষ্যৎকাল বুঝাইতে *first* person-এ এবং বক্তার দৃঢ়সঙ্কল্প বা আদেশ বুঝাইতে *second* ও *third* person-এ "shall" বসে); as,

I *shall* go (simple futurity).
You or he *shall* go (I command).
He *shall* be punished (I threaten).
He *shall* get a prize (promise)

(240) Will expresses *simple futurity* in the *second* and *third* persons, *determination* and *intention* of the **speaker** in the *first* person (শুধু ভবিষ্যৎকাল বুঝাইতে *second* ও *third* person-এ এবং বক্তার দৃঢ়সঙ্কল্প বা আদেশ বুঝাইতে *first* person-এ "will" বসে) ; as,

I *will* go there (my determination or promise).
You *will* succeed (simple futurity).
He *will* win the prize (simple futurity).

Simple futurity is expressed by { I *shall* / You *will* / He *will* } || *Command, threat, promise* or *determination* of the *speaker* is expressed by { I *will* / He *shall* / You *shall* }

The following verse will be an aid to memory :

Shall in the First person simply foretells ;
In **Will** a threat or a promise dwells ;
Shall in the Second and Third does threat,
Will then simply foretells a future feat.

(241) In Interrogative Sentences.

In Interrogative sentences, **shall** indicates *simple futurity, command* or *desire* of the **person spoken to** in the *first* person ; *simple futurity* in the *second* ; *command* or *desire* of the **person spoken to** in the *third* :

Shall I go ?	(Simple futurity, or desire or command)
Shall you go ?	(Simple futurity)
Shall he go ?	(Is it *your* wish that he should go) ?

In Interrogative sentences, **will** is *never* used in the *first* person, but denotes *intention* or *wish* of the **person spoken to** in the *second* person, and *simple futurity* in the *third* person :

Will you go ?	(Is it your desire or intention) ?
Will he go ?	(Simple futurity)

Note

Shall I ?
Shall you ?
Will he ?
} Simple enquiry as to what is about to happen. (ভবিষ্যৎ সম্বন্ধে সাধারণ প্রশ্ন)

Shall I ?
Will you ?
Shall he ?
} Enquiry as to the *will* or *desire* of the *person spoken to* about a future action. (যাহাকে বলা হইতেছে তাহার ইচ্ছা কি প্রশ্ন করা হইতেছে)

(242) **Should** and **Would** follow the same rules as *shall* and *will* when they are used as **auxiliaries.**

(243) **Should** is also used as a **principal verb** to express :

(*a*) *Duty* or *obligation* in all persons : You *should* go there. You, he or I *should* do it. Boys *should* obey their teachers.

(*b*) *Condition, desire, necessity, approval* or *disapproval,* etc. in all persons : I am anxious that he *should* pass.

Should you (= if you *should*) go there, I would punish you. I *should* go if I were you. A simple child, what *should* it know of death ? I did not know that he *should* treat me thus.

(*c*) *Modesty* in the first person : I *should* like it.

(244) **Would** is also used as a **principal verb :**

(*a*) To denote *condition* or *uncertainty.* If you *would* (also *should*) go there you would see a new sight.

(*b*) To denote *past determination, habit,* or *action* repeated *occasionally and irregularly,* in all persons : I repeatedly told him to go, but he *would* not (determination). While in Calcutta, he *would* go to the Maidan (habit).

Note

Never write "He *would* read in this college," because *would* can never be used of an action done regularly and continuously.

(*c*) To denote *wish* in all persons : Do as you *would* be done *by*. *Would* to God, he would come round soon.

(*d*) To soften down an expression : I hope you *would* kindly lend me the book.

Note

(*a*) *I would like* is wrong, as the idea of liking is already contained in *would.* But it is used even by good writers, and is given in *COD* under *which* (3).

(*b*) **Subjunctive constructions beginning with "should" or "would" should be followed by "should" or "would",** instead of by *shall* or *will.* Thus, instead of writing, "*Should* you pass, he *will* give you a prize" we should write, "*Should* .... he *would* give, etc".

(*c*) **After words denoting intention, desire, anxiety, etc. (but not hope or expectation) the auxiliary verb in a clause introduced by** *that* is *shall* **or** *should,* **not** *will* **or** *would.* I *desire* that he *should* win. I *intend* that my son *shall* or *should* be a lawyer. He is *anxious* that I *shall* (or, *should*) recover soon.

(245) **Examples :—**

The school *should* be closed tomorrow—a certainty and can be spoken only by one in authority.
The school *will* be closed tomorrow—may be said by anybody.

You or he *shall* be punished—I threaten.
You or he *will* be punished—a mere statement, the speaker having nothing to do with the punishment.

Shall I go there ? —Is it your *wish* that I should go there ?
Shall I (or you) die, if I (or you) go there ? —a simple enquiry about a future event.

Shall he be punished ? —Is it *your intention* to punish him ?
Shall you or I be punished ? —a simple enquiry.
Will he be punished ? —a simple enquiry.
Will you be punished ? —Is it *your wish* to be punished ?

Who *will* say to me nay ? —an appeal.
Who *shall* say to me nay ? —a challenge.

What *shall* you or I do if you fail ? —a simple enquiry.
What *shall* he do if he fails ? —What do *you desire him* to do ?
What *will* you do if you fail ? —What is *your desire* if you fail ?

EXERCISE 26

(*a*) *Explain the force of the italicised words in the following* :—

1. You *should* speak the truth.
2. I *should* like to do it myself.
3. *Would* you kindly send me the book ?
4. *Would* that he were present.
5. I *would* go to his house when I was there.
6. I *shall* go home.
7. You *shall* go home.
8. He *shall* go home.
9. The boy *shall* not leave the room.
10. Tomorrow *will* be a holiday.
11. Tomorrow *shall* be a holiday.
12. You *shall* get the thing tomorrow.
13. The boy *shall* be whipped.
14. *Shall* you go home ?
15. *Shall* he go home ?
16. *Will* he go home ?
17. *Will* you go home ?
18. *Will* he come ?
19. *Shall* he come ?
20. *Shall* I come ?
21. *Will* you go to the place ?

(*b*) *Correct* :—

1. I dared not to leave the room.
2. He durst leave the room.
3. He dare me to the race.
4. Jadu dare Ram to fight with him.
5. He dare not to challenge me.
6. Ramesh dares go home.
7. He needs not help me.
8. Dutt needs not to be anxious.
9. Bose need not to be anxious.

(*c*) *Fill in the blanks with 'shall', 'will', 'should', 'would' as required in the following sentences* :—

1. The thief — be punished by me.
2. I assure you that I — help you.
3. I promise that you — have the money.
4. He — control his temper.
5. I — not have been so hasty.
6. I — have my own way.
7. Every man — surely die some day.
8. — you kindly give me that post ?
9. — you confer the boon on me ?
10. I — be always grateful to you.
11. They expect that I — make a speech.
12. Ask the man and he — tell you.
13. The magistrate ordered that the prisoner — be released.
14. You — do your duty, if you — shine in life.
15. Probably there — be a storm this evening.
16. You — leave the room, or I — punish you.
17. — he stand first in the examination he — be rewarded.
18. He desires that you — not go there.
19. I intend that you — be a professor.

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CHAPTER XVIII

QUESTION TAGS

(246) **Auxiliaries** are very helpful, specially in conversational English, in the framing of short answers, agreements, disagreements, etc. They are also used in the formation of **Question Tags.**

(247) **Question Tags** are short phrases added to sentences, statements asking for agreement or confirmation. In *affirmative sentences,* the question tag is

formed by repeating the auxiliary in *interrogative form* in the *negative*, expecting the answer 'yes' :

Ram is a good boy, *isn't* he ? (not *is he* ?)
You can speak French, *can't* you ? (not *can you* ?)
He has gone, *hasn't* he ?
Ruby is coming tomorrow, *isn't* she ?
Rabi would like to go there, *wouldn't* he ?
You will do this, *won't* you ?
You have a dog, *haven't* you ?
These are for sale, *aren't* they ?

In *negative sentences*, the question tag is formed by repeating the auxiliary in *interrogative form* in the *affirmative*, expecting the answer 'no' :

Raju is not a good student, *is* he ? (not *isn't he* ?)
Maya can't speak Hindi, *can* she ? (not *can't she* ?)
You need not come, *need* you ?
They will not go, *will* they ?
You have'nt read the book, *have* you ?
The captain did not agree to this, *did* he ?
You don't know him, *do* you ?
They haven't any house, *have* they ?
That was not correct, *was* it ?

When there is *no auxiliary*, the question tag is formed by the use of the verb '*to do*' in the proper form (*do, does, did, don't, doesn't,* etc.) :

They went to Bombay, *didn't* they ?
He came to the party, *didn't* he ?
He speaks French well, *doesn't* he ?

Note

(*a*) The subject of the question tag must be a *pronoun,* never a noun.

(*b*) The negative interrogative form of the auxiliary is always used in the contracted form : *isn't, can't, doesn't,* etc.

(*c*) Guard against *common errors,* as :
You are coming to school, isn't it ? —*Incorrect.*
You are coming to school, *aren't you* ? —*Correct.*
You haven't been to school, is it ? —*Incorrect.*
You haven't been to school, *have you* ? —*Correct.*

(*d*) They *are* ... *aren't* they ?
You *are* ... *aren't* you ?
He *is* ... *isn't* he ?
but,
I *am* ... *aren't* I ? (not *amn't* I ?)

248 If there are *two auxiliaries* in the verb, only the first one is used in the formation of the question tag.

You *should have* done this, *shouldn't* you ?
The girl *has been* crying since morning, *hasn't* she ?

249 For *everyone* and *everybody* as subjects of the main clause, the subject of the question tag is normally "they" : [See Art. 481 (a) Note.]

Everybody can't be clever, can *they* ?
Everyone present made a wild rush for the door, didn't *they* ?

The subject of the tag for *everything* must always be singular "*it*" and not "*they*" :

Everything looked beautiful, didn't *it* ?
Everything has gone wrong today, hasn't *it* ?

(250) "When *each* follows the pronoun (*we each, they each, you each*), verbs, pronouns and possessive adjectives, in both main sentence and tag, agree with the plural pronoun :

"We each have our problems, haven't we ?" —WOOD

(251) The tag for *imperative sentences* usually begin with "*will*" :

Please ask the boys to come in, *will you* ?
Kindly do me a favour, *will* you ?
Write down your name, *will* you ?

Note

For a positive request or command, the tag can be either *positive* or *negative* :

Close the door, *will* you ?
Close the door, *won't* you ?
Please lend me some money, *will* you ?
Please lend me some money, *won't* you ?

But for negative requests or commands, the tag can only be *positive* :

Don't go there, *will* you ?
Please don't make noise, *will* you ?

(252) Statements with *no* (adj.), *none, no one, nothing, hardly, barely, scarcely, seldom, nowhere* convey *negative* idea. So they take *positive* question tags with them :

No book is allowed, *is* it ?
None could tell the address, *could* they ?
You met *no one* there, *did* you ?
Nothing was said, *was* it ?
He *hardly* smokes, *does* he ?
You *hardly* know her, *do* you ?
He *scarcely* speaks with her, *does* he ?
You *seldom* come here, *do* you ?
He goes *nowhere* nowadays, *does* he ?

(253) When *anybody, anyone, no one, nobody, none, neither,* are used as subjects, the subject of the question tag is normally *they.*

Anybody can cross the river, can't *they* ?
Anyone could have done it, couldn't *they* ?
No one would object, would *they* ?
Neither of them complained, did *they* ?
None came to his help, did *they* ?
Nobody has ever said this, have *they* ?

(254) When '*Let*' means 'a suggestion', the question tag begins with '*shall*' :

Let's go there, *shall* we ?
Let's us finish the job now, *shall* we ?

But when '*Let*' expresses permission, the question tag begins with '*will*'.

Let them play here, *will* you ?
Let her come in, *will* you ?

But, He will *let* her go home tomorrow, *won't* he ?

(255) If the main clause begins with an introductary *'there'*, the subject of the question tag is *'there'*.

There is some milk in the pot, isn't *there* ? (not, *isn't it* ?)
There are four girls in the class, aren't *there* ? (not, *isn't there* ?)
There is no doctor here, is *there* ? (not, isn't it ?)

(256) Used as a subject in the statement, *this/that* becomes *'it'* and *these/those* becomes *'they'* in the question tag.

This (or, That) is a big house, isn't *it* ? (not, isn't *this* ?)
These (or, Those) are toys, aren't *they* ? (not aren't *these* ?)

EXERCISE 27

Add appropriate question tags to the following :—

1. He is at home,—
2. You knew that,—
3. He can trust him,—
4. He will go there,—
5. I was right,—
6. Your son is an engineer,—
7. She didn't go there,—
8. It isn't strong,—
9. You aren't angry,—
10. He came yesterday,—
11. You have not met him,—
12. They do not know me,—
13. The students have done well,—
14. We must go now,—
15. She can't do this,—
16. They were allowed to play,—
17. You won't be long,—
18. They will never come,—
19. You needn't go there,—
20. I was right,—
21. You ought to go out,—
22. He couldn't answer him,—
23. She speaks German,—
24. He usually comes late at night,—
25. They used to live here,—
26. She carried the umbrella,—
27. She does not speak German,—
28. They are clever,—
29. You haven't had tea yet,—
30. He sings well,—
31. Let us go out for a walk now,—
32. Shut the door,—
33. You never met him,—
34. None was ready to go,—
35. You hardly know her,—
36. No one appeared to be honest,—
37. These houses are large,—
38. There are three schools in the village,—

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CHAPTER XIX

THE SEQUENCE OF TENSES

(257) The **Sequence of Tenses** is the principle in accordance with which the tense of the verb in the subordinate clause follows the tense of the verb in the principal.

(258) The **main** rules are :

Rule I. If the verb in the *Principal* clause be *present* or *future,* the verb in the *Dependent* clause may be *in any tense* [Principal clause-এর verb (এখানে, *will say, says*) *present* বা *future* tense-এর হইলে Dependent clause-এর verb যে কোন tense-এর হইতে পারে)] ; as,

He *will say* / He *says* { that he *does* it. / that he *did* it. / that he *will* do it.

Rule II. But if the verb in the *Principal* clause be in the *past* tense, the verb in the *Dependent* clause should be in the *corresponding past tense* (Principal clause-এর verb *past* tense-এর হইলে Dependent clause-এর verb-ও অনুরূপ *past* tense-এ হয়) ; as,

He *said* that { he *did* it. / he *had done* it. / he *would do* it.

But when the *Dependent* clause expresses **universal truth** or an **habitual fact,** the verb is not changed (যদি Dependent clause-টি কোন **চিরন্তন সত্য** বা **অভ্যাসগত ঘটনা** প্রকাশ করে তাহা হইলে Principal clause-এর verb-টি past tense-এ হইলেও Dependent clause-এর verbটি *present* tense-এ থাকে) :

He *said* that { honesty *is* the best policy. / man *is* mortal. / he *takes* bath in the Ganges every day.

Rule III. When the *Dependent* clause denotes *comparison,* or does the work of an *adjective, any tense* in the *Principal* clause may be followed by *any tense in the Dependent* :

He *loves* you / or, He *loved* you / or, He *will* love you } *more than he* { *loves* me. / *loved* me. / *will love* me.

I *see* the man / or, I *saw* the man / or, I *shall see* the man } *who* { *does* the work. / *did* the work. / *will do* the work.

EXERCISE 28

Fill in the blanks with verbs :—

1. He was sorry that I — not help him.
2. I could not go as I — suffering from fever.
3. He did not know that the earth — round.
4. I learnt that he — ill, but — not go to see him.
5. He failed because he — not listen to the advice of his friends.
6. He had an attack of diarrhoea because he — too much.
7. As the storm blew, we — not start.
8. He said that examples — better than precept.
9. When I called at the house he — gone away.
10. I was glad to hear that you — won the prize.
11. He said that he — come shortly.
12. I did not know when he — come.
13. I thought that he — come in time.

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CHAPTER XX

TENSES IN CONDITIONAL SENTENCES

259 **Conditional sentences** have *two* parts :

(*a*) *If* clause (*conditional* clause)

(*b*) *Main* clause

If it rains, I shall not go.

In the above sentence, *"If it rains"* is the *if*-clause (or, *conditional clause*) and *"I shall not go"* is the *main clause.*

Conditional sentences are of *three* types and each type contains a *different pair* of tenses.

The verb in the *if clause* (conditional clause) is in the *present tense* ; the verb in the *main clause* is the *future simple*. It does not matter which comes first. This type of sentence implies that the action in the *if-clause* is quite *probable*. As,

If he *runs,* he'*ll reach* there in time. (He may run, or may not)
You *will fail* if you *do not work* hard.

Note that the meaning here is *present* or *future* but the verb in the conditional clause is in the present tense, not a future tense.

(*a*) If the reference is to an action in the *present tense,* the tenses of both the conditional clause and main clause are *present*. As,

If you *do not read,* you *fail.*
If you *heat* ice, it *turns* into water.
If there *is* a shortage in supply, the prices *go* up.
If you *remain* absent, you *lose* your job.

(*b*) If the reference is to a *future* action, the main clause is in *future* tense but the conditional clause remains in the *present* tense :

If I *go* there, I *shall see* him.
If I *get* the money, I *shall help* you.
If you *read* well, you *will pass.*

(*c*) When the main clause signifies an *order* or an *instruction, imperatives* are used instead of *future tense* in the main clause :

If you *meet* him, *ask* him to ring me up.
If he *is* ill, *tell* him not to come tomorrow.

(*d*) In *polite requests,* both the clauses could be in *future tense* :

If you *will* wait for a moment, I *will* just go and bring my purse.
I *would* be grateful if you *would* send somebody to receive me at the station.

(261) Type II

(*a*) The verb in the *if*-clause is in the *past tense* ; the verb in the main clause is in the *conditional tense* :

If I *had* money, I *would lend* you some.
(But I haven't money. The meaning here is *present.*)
If *you* tried to force me, I *would resist* by all means.
(The meaning here is *future*)

Note that Past Tense in the *if*-clause is not a true past but a subjunctive.

(*b*) *Imaginary condition* :

If I *were* you, I *should accept* the offer.
If he *was/were* here, he *would* know the real story.
Which *would* you *take* if you *were offered* a choice ?

(*c*) Note the *variations* of the *main clause* :

If you *tried* again, you *might succeed.* (*possible result*)
If I *knew* your brother, I *could see* him. (*ability*)

If he *had* the qualifications he *could get* a job. (*ability* or *permission*)

If you *knew* she was in trouble, you *should have helped* her.

(*d*) Note the variations of the *if*-clause :

If you *were going* by car, you *would reach* much early.

If he *had taken* your advice, he *would be* a successful man now.

(262) Type III

The verb in the *if*-clause is in the *past perfect tense,* the verb in the main clause is in the *perfect conditional.* The time referred to is past ; the condition cannot be fulfilled because the action in the conditional clause did not happen.

If I *had tried* sincerely, I *would have got* the post. (But, I didn't get because I didn't try sincerely)

If you *had written* to me, I *would have sent* you the book by post. (But, you didn't write)

If we *had met* him there, we *could/might have told* him the whole story.

Had we met him there, *we could have told* him the whole story ('If' is omitted and 'had' placed at the beginning)

Note

(*a*) The *continuous form* of the *perfect conditional* may be used in the main clause :

If I *had not been* there, you *would have been facing* a great trouble there.

(*b*) *Past perfect continuous* can also be used in the *if*-clause :

If you *had been noting* it seriously, you *would not have missed* it.

EXAMPLE WORKED OUT

Put the verbs in brackets into the correct forms :

1. If he (comes), I (be) happy.
2. If I (have) a house I couldn't use, I (sell) it.
3. If he (admit) his guilt, I (not punish) him.
4. If you (protest), the party (expel) you.
5. If I (be) you, I (not do) it.
6. If it rains, we (not go) to school.
7. If you had asked me to do it, I (do) it.
8. If you send him on Monday, he (reach) there on Tuesday.
9. If he (not read) the letter thoroughly, he would have missed the point.
10. If I had been you, I (not agree) to the proposal.
11. If you (go) on a diet, you would lose weight.
12. If he had all the wealth in the world, he (not be) happy.
13. If he (be) only fifteen, he still (be) at school.
14. If the earth suddenly (stop) spinning, we would all fly off it.
15. If you had told me that you wanted to go there, I (help) you.

Ans. 1. If he comes, I shall be happy.
2. If I had a house I couldn't use, I would sell it.
3. If he had admitted his guilt, I would not have punished him. or, If he admits his guilt, I would not punish him.
4. If you protest, the party expels you.
5. If I were you, I should not do it.
6. If it rains, we shall not go to school.
7. If you had asked me to do it, I would have done it.
8. If you send him on Monday, he would reach there on Tuesday.
9. If he had not read the letter thoroughly, he would have missed the point.
10. If I had been you, I would not have agreed to the proposal.
11. If you go on a diet, you would lose weight.
12. If he had all the wealth in the world, he would not be happy.

13. If he was/were only fifteen, he would still be at school.
14. If the earth suddenly stopped spinning, we would all fly off it.
15. If you had told me that you wanted to go there, I would have helped you.

EXERCISE 29

Put the verbs in brackets in the correct forms :

1. If he comes today, he (meet) my brother.
2. If you (shout), I would complain to the teacher.
3. If he (leave) now, he will be sorry afterwards.
4. If I had time, I (visit) him.
5. If he (work) all night, he would finish in time.
6. If I (be) you, I (do) the job.
7. If you (read) well, you get good marks.
8. If I (go) there, I could see him.
9. If you had been in my position, you (realise) the difficulty.
10. If I (know) you were still in Bombay, I would have gone to your place.
11. What you (do) if you missed the train?
12. If the weather (be) good, we would have started early.
13. If I were not so ill, I (go) with you.
14. He would have refused even if they (offer) him twice as much.
15. If only you had started early, you (reach) in time.

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CHAPTER XXI

ADVERBS

263 Definition — An **Adverb** is a word which generally qualifies a verb, an adjective or another adverb ; but it also qualifies a sentence or any part of speech except a Noun and a Pronoun. [*But see Note* (*b*).]

(*a*) *Verb* : He walks *slowly.*

(*b*) *Adj.* : This is a *very beautiful* picture.

(*c*) *Adv* : This can be done *more easily.*

(*d*) *Participle* : It is a *very charming* scene.

(*e*) *Preposition* : He came *right through* the field. I arrived *long before* the time.

(*f*) *Conjunction* : I hate him *simply because* he is a liar. He came *just after* I had left.

(*g*) *Sentence* : *Unfortunately* I failed. *Evidently,* you are wrong.

Note

(*a*) In the examples given in (*e*) above, the adverbs *right* and *long* may be taken as qualifying the whole phrases *through the field* and *before the time.* Similarly, *simply* and *just* in the examples in (*f*) may be taken as qualifying the whole adverbial clauses *because he is a liar* and *after I had left* respectively.

(*b*) **Adverbs never qualify Nouns or Pronouns.** This is the work of Adjectives. A few confusing examples may be considered below :

This pen is *certainly mine.* Do not give me *too many.* He is *almost a drunkard.* I am, *yours sincerely,* Ramesh.

In the first two sentences, *certainly* and *too* are really concerned with the adjectival elements of *mine* and *many* respectively, and therefore, the adverbs virtually qualify adjectives.

In the third sentence, *almost* qualifies the whole phrase 'a drunkard' (and not *is,* as stated by Nesfiled, unless we are to altogether lose the force of the word).

In the last sentence, Nesfield parses *sincerely* as modifying the adjective element in *yours*. "But this is certainly not allowable; the 'sincerity' implied in *yours sincerely* refers to the *speaker*, not to the person addressed. The difficulty may be obviated by treating *sincerely* as qualifying *am*."

But a reference to the *Oxford University Clarendon Press* on this point by the present writer has brought forth the following reply ".... It becomes clear therefore that *to say that an adverb cannot qualify a pronoun is to take too narrow a view*. No doubt the current view that an adverb cannot do so has been taken over from Greek and Latin. You will find further discussion of the way in which *adverbs may qualify pronouns in* .....".

(264) **Classification of Adverbs**—Adverbs are divided into **three classes** according to their *use*. :

(*a*) **Simple or Independent Adverbs** are those that merely qualify some word or sentence : He reads *well*. I can run *fast*. *Unfortunately*, I failed.

(*b*) **Conjunctive or Relative Adverbs** are those that not only qualify a word but also connect two clauses. When the antecedent is expressed, the adverb is *Relative* ; but when it is not expressed, it is *Conjunctive*. Thus in : "I know *why* he did it" and "I know the reason *why* he did it," the first *why* is Conjunctive, and the second *why* Relative. The principal adverbs of this kind are *how, when, why, where, while*.

(*c*) **Interrogative Adverbs** are those that are used in asking questions, direct and indirect : *Why* are you sorry ? *How* did you do it ? Tell me *when* he will come. Do you know *where* he lives ?

(265) **Simple Adverbs are subdivided** into many classes according to their *meaning* :

(*a*) Adverbs of **Time** or **Frequency** show *when* or *how often* a thing happens :

Now, then, when, early, always, before, daily, ever, never, soon, while, ago, already, twice, once, immediately, today, yesterday, frequently, etc.

(*b*) Adverbs of **Place** show *where* a thing happens :

There, where, hither, thither, near, above, after, below, hence, etc.

(*c*) Adverbs of **Manner** or **Quality** show *how* a thing is done :

Well, badly, ill, aloud, thus, wisely, quickly, how, highly, etc.

This is the largest class of adverbs and in it are included nearly all those derived from adjectives and ending in *ly* : *carefully, narrowly, dutifully, peacefully,* etc.

(*d*) Adverbs of **Quantity** or **Degree** or **Number** show *how much* or *to what extent* a thing happens :

Almost, enough, half, hardly, every, much, too, less, least, more, little, rather, abundantly, quite, once, twice, etc.

(*e*) Adverbs of **Cause** and **Effect** show *why* a thing is done, and its *effect* :

Why, therefore, wherefore, accordingly, consequently, hence (for that reason).

(*f*) Adverbs of **Order** show the order in which a thing is done :

First, second, secondly, last, lastly, etc.

(*g*) Adverbs of **Affirmation** and **Negation** express affirmation or negation :

Yes, no, not, certainly, perhaps, indeed, probably, possibly, nay, truly, really, etc.

(266) "The" as an adverb : "The" is sometimes used as a *Relative* Adverb of quantity (= by *how* much, to *what* extent) followed by its antecedent 'the', which is a *Demonstrative* Adverb of quantity (= by *so* much ; to *that* extent) ; as, '*The* (*Rel. Adv.*) more, *the* (*Dem. Adv.*) merrier.' '*The* sooner, *the* better.'

(267) "There" is an Introductory Adverb when it is used merely to introduce a sentence, with no meaning of place : *There* is a man there. *There* lived in this village a man named Suren.

(268) Yes and **No**—(*a*) These are often classed as adverbs, but in reality they are **substitute words** or **sentence words,** standing for whole sentences. Thus, in "Is he in ? *Yes* (or *No*)," *Yes* (or *No*) clearly stands for the sentence, *He is in* (or *He is not in*). A few other words often so used are *certainly, sorry, capital, pardon,* etc.

(*b*) The **use of "yes"** and **"no"** should be carefully noted.

Yes is a substitute for an *affirmative* sentence, but *No* is a substitute for a *negative* sentence. Thus :

Has he gone ? { Yes (*i.e.*, He has gone)
No (*i.e.*, He has not gone).

Didn't he go ? { Yes (*i.e.*, He did go).
No (*i.e.*, He did not go).

Note

The use of *not* in a question often implies that an affirmative reply is expected. Thus, when one asks, "Is he *not* a good boy ?" one expects that the answer would be "Yes".

(269) (*a*) **As follows**—In modern English 'The construction in *as follows* is impersonal, and the *verb* should always be *singular*' (*OED*) : My reasons are *as follows*. —*POD.*

(*b*) **Else** is an adverb, not a conjunction. Hence, it is wrong to write, "Hurry up, *else* you will miss the train." Write "Hurry up, *or* (or, *or else*) you will miss the train." (COD., Chambers, Wood ; but Nesfield uses it as conj. also).

(270) First is itself an adverb and hence does not require *-ly*. So, in enumeration, we should write, *first, secondly, thirdly* : But Fowler rightly remarks, "It is the pedant that begins his list with *first.*"

(271) Seldom or never, seldom if ever—It is to be noted that the above are the correct forms, and not *seldom or ever* :

He *seldom or never* (not, *ever*) comes to me. Such a boy is *seldom or never* (or, *seldom if ever*) seen in this village.

(272) Other Parts of speech used as Adverbs :

(*a*) *Noun*—He went *home.* The wall is *breast* high.

Note

(*i*) Nouns used adverbially are generally nouns of *weight, distance, time, place, value, measurement,* etc. Sec Art. 61 (e).

(ii) *Next June, next Friday,* etc. can be used as adverbs without a preposition (shall begin it *next* June) ; but if *next* is put after the noun, idiom requires a preposition (may be expected *in* June next, *on* Monday next)—*MEU.* Similarly with *last Sunday,* etc.

(*b*) *Pronoun*— He is *none* the better today.

(*c*) *Adjective*— He is *dead* drunk. He sat *silent.*

(*d*) *Verb*— *Smack* (making a sharp noise) went the whip.

(*e*) *Preposition*— *Down* went the ship. I told you *before.*

(273) Adverbs (mostly Adverbs of Manner and Adverbs of Quality) are compared like Adjectives with *er* and *est, more* and *most,* or irregularly :

(a) Adverbs of one syllable form their comparative and superlative by adding *–er* and *–est* respectively.

Positive	*Comparative*	*Superlative*
fast	fast*er*	fast*est*
soon	soon*er*	soon*est*
late	late*r*	late*st*
long	long*er*	long*est*
hard	hard*er*	hard*est*
slow	slow*er*	slow*est*

(b) Adverbs ending in *–ly* form their comparative by adding *more* and *less* and superlative by adding *most* and *least* before them :

Positive	*Comparative*	*Superlative*
slowly	*more* slowly	*most* slowly
	less slowly	*least* slowly
wisely	*more* wisely	*most* wisely
	less wisely	*least* wisely
rapidly	*more* rapidly	*most* rapidly
	less rapidly	*least* rapidly
quickly	*more* quickly	*most* quickly
	less quickly	*least* quickly
swiftly	*more* swiftly	*most* swiftly
	less swiftly	*least* swiftly

But, early earli*er* earli*est.*

(c) Some Adverbs form their comparatives and superlatives in an *irregular* way :

Positive	*Comparative*	*Superlative*
well, good	better	best
little	less	least
much	more	most
forth	further	furthest

(d) Many Adverbs do not have any comparative form :

now, then, here, there, once, already, almost.

Since both Adjectives and Adverbs have the characteristic of comparison, we shall have to *consider the function* to distinguish between the two. Adjectives will make comparison about *Nouns* ; adverbs will make comparison about *verbs, adjectives* and other *adverbs.*

(274) **Adverbial Phrases** are two or more words having the force of an Adverb :

Now and then, by and by, off and on, up and down, in time, in short, in vain, heart and soul, bag and baggage, by no means, etc.

(275) **Degree Adverbs** can be classified as : **Intensifiers** and **Downtoners.**

(a) **Intensifiers** are adverbs that *heighten* the effect of the verb, adjective or another adverb : *certainly, surely, entirely, fully, indeed, completely, absolutely, extremely, really, just,* etc.

I will *certainly* help you.
We *completely* agree with you.

(b) **Downtoners** are adverbs that *tone down* the effect of the verb, adjective or another adverb : *partly, slightly,little, nearly, almost, barely, more or less,* etc.

The job is *nearly* complete.

The iceberg was *barely* visible.

(276) **Sentence-Adverbs** are those (*then, now, so, perhaps, indeed, therefore, yet, accordingly, however, moreover, otherwise, thus, consequently, besides,* etc.) that qualify the whole sentence. They usually stand at the beginning of the sentence :

Then, this is your story. *Perhaps* he is innocent. *Now,* what is your aim in life ? *Accordingly,* we went by the other road ; and *so* we escaped the danger. *Moreover,* we were given some food.

Bear in mind that most of these adverbs are also used as ordinary adverbs qualifying simple words : He is *so* ill that he cannot walk. I shall go there *then.* What will you do *now* ?

(277) **Quasi-Adverb** is the term applied to a few adjectives that are sometimes used idiomatically as adverbs : He acted *contrary* to my advice. He arrived *prior* to that. Some other adverbs of this kind are : *previous, preparatory, pursuant, preliminary, regardless, irrespective,* etc.

(278) **General Rules for the Position of Adverbs :—**

A. (*a*) The Adverb usually *follows an Intransitive Verb* :

He lives *there.* He came *early.*

Exceptions— But adverbs of time, such as, *always, seldom, never, ever, often, sometimes, frequently,* etc. are placed *before* all verbs other than the verb *to be* :—He *frequently* told me this. He *always* supports me. They *seldom* do it. I *never* (or *often*) go there. He *sometimes* talks too much. But—

He is *always* cheerful. I am *often* busy. They are *never* late.

(*b*) The Adverb usually *follows the object* :

I did it *quickly.* He felt it *keenly.* You have learnt your lesson *well.* He sent the letter *late.* He did the work *boldly.*

Exceptions— But, for the sake of emphasis, the adverb sometimes changes its position :— *Silently* and *slowly* he entered the *room. Cheerfully* he gave me the news.

(*c*) The Adverb usually comes *between the Auxiliary* and *the Principal Verb* : I have *often* seen him there. I shall *never* go there. He has *carefully* examined the case. I shall *certainly* go.

(*d*) The Adverb precedes the Adjective it qualifies :— I am *rather* sorry for you. I am *very* happy.

But **enough,** when an *Adverb,* always follows the word it qualifies :— I am strong *enough* to walk. He was wise *enough* to accept the offer.

Note

As an *Adjective,* however, *enough* may be placed either before or after the Noun it qualifies : I have *enough* strength to go there ; I have strength *enough* to go there.

(*e*) An Adverb is placed first in a sentence (*i*) to *qualify the whole sentence,* and (*ii*) for the *sake of emphasis* :

(*i*) *Happily* he did not die. *Fortunately* he was present there.
(*ii*) *Down* went the Royal George.

Particular care has to be taken in the use of **only.** How the meaning of the sentence is changed by the change of place of the word will be clear from the following examples :—

(*i*) *Only* he agreed to help that boy (*i.e.,* no one else agreed to do it).
(*ii*) He *only* agreed to help that boy (*i.e.,* he agreed to help, but did not actually help).
(*iii*) He agreed *only* to help that boy (*i.e.,* to do nothing else).
(*iv*) He agreed to help *only* that boy, or, to help that boy *only* (*i.e.,* to help no one else).

What part of speech is *only* in (*i*) ? Nesfield treats it as an adjective qualifying the Pronoun 'he'. But, according to the *POD,* it is an Adverb. This is rather puzzling. Clearly the word qualifies 'he'. How, then can it be an Adverb unless we admit that an Adverb may qualify a Pronoun also ? See also Art. 263, Note (*b*).

B. Word order of Adverbs of Manner, Place and Time :

Though absolute rules cannot be made in these cases, the tables below indicate the normal order :

	Subject/verb	*How*	*Where*	*When*
(a)	She works	hard	in the garden	on Sundays.

(b) But when the *verb* is a verb of *movement* like *come, go, jump, run,* etc., we are usually most interested in where somone is going. So the order is :

Subject/verb	*Where*	*How*	*When*
He returned	home	as usual	in the evening.

(c) When there are a number of long adverbial phrases or we want to emphasise the time, we can put the time adverbial (*when*) at the beginning of the sentence :

When	*Subject/verb (obj.)*	*How*	*Where*
As soon as he saw me	he took me	hurriedly	home.

EXERCISE 30

Put the words in brackets at proper places :—

1. I go there (never, seldom).
2. He has left the place (already).
3. He supports me (always).
4. He finished the work (quickly).
5. The boy has done his part (well).
6. I have seen him (often).
7. He has gone home (already).
8. He talks too much (sometimes).
9. He is active (very).
10. He comes in time (always).
11. He comes late (never).
12. I felt it (keenly).
13. I am sorry (rather).
14. He has examined the paper (carefully).
15. He is strong to go there (enough).
16. I have seen him (never).
17. He is sorry for you (rather).
18. I shall do it (never).
19. He has examined the case (already).

CHAPTER XXII

PREPOSITIONS

(279) **Definition** — A preposition is a word placed before a *noun* or a *noun-equivalent* to show its relation to some other word in the sentence : He came *to* me. Put it *on* the table.

Note

(*a*) Preposition may also govern other parts of speech used as noun : *From* here, *before* now, *for* good, *in* short, *about* to go.

(*b*) Prepositions may govern *phrases* and *clauses* as well : It depends *on* how you do your duty. I shall go *to* where you have come from. I am ignorant *of* how to do it.

(280) Prepositions sometimes **follow** the words they govern when the object is an interrogative or relative pronoun understood ; particularly the relative *that* is never governed by a preposition preceding it :

What is this *for*? *Where* do you come *from*? This is the boy *that* I spoke *of*. This is the boy (*whom*) I spoke *to*.

(281) **Phrase Prepositions *or* Prepositional Phrases** are phrases used as preposition :— *on account of, instead of, in spite of, by means of, owing to, by dint of, in accordance with.*

He could not come *on account* of illness. *In spite of* hard labour he failed in the examination. *Instead of* coming here, he went home.

(282) **Participial Prepositions** are present or past participles which are now used as prepositions :— Do you know anything *concerning* or *regarding* the proposal? The river flows *past* the town. See Art. 219 (*c*), Note (*a*).

(283) **Disguised Prepositions :**—In examples like 'Rice sells one kilo *a* rupee', 'He comes twice *a* week', etc., *a* is not the Indefinite Article, but a weakened form of the Preposition *on*. So also in *ahead, asleep, ahunting,* etc.

(284) **Than**— The word is normally a Conjunction, following a comparative degree. But it is also used as a Preposition in some cases, particularly before Relative and Personal Pronouns.

"*Than whom* is standard English today, admitted and blessed by the Oxford Dictionary"—*Good English* by G.H. Vallins. See also *The Complete Plain Words* by Sir Ernest Gowers.

We selected your son *than whom* no better man was available. He is better *than me* in every respect. No one other *than him* was present there. He did nothing else *than* (to) *laugh*. He got more *than* (what) he asked for. See also *MEU* under *than*—sec. 6.

(285) The **same word** may be an **Adverb** or a **Preposition :**

He went *on* (*Adverb*). Sit *on* the bench (*Preposition*).
Sit *down* (*Adv.*). The boat goes *down* the river (*Prep.*).

(286) **Use of a few Prepositions :**

At

At 8 o'clock ; *at* dawn (but *in* the dawn, *in* the day) ; *at* bed-time ; *at* first ; *at* last ; *at* first sight, *at* noon ; *at* night (but not *at* day), *at* home ; *at* school ; *at* the door ; *at* play ; *at* work (I found them *at* play or *at* work, খেলায় বা কাজে নিযুক্ত) ; *at* dinner ; *at* ease ; *at* sea ; He studied *at* this university ; *at* a distance ; *at* short notice ; *at* liberty (The prisoner was set *at* liberty, মুক্ত) ; I did not expect such treatment *at* your hands

(= from you) ; shouted *at* the boys ; look *at* me ; very good *at* cricket ; *at* full speed ; You will hear *at* the latest by Saturday ; *at* all places ; to sit *at* (not *under*) the feet ; *at* present (I am busy *at* present, বর্তমানে) ; *at* any moment ; to sell a thing *at* three for a rupee ; *at* war ; *at* any time ; *at* peace (The two countries are *at* war or *at* peace with each other.) ; *at* the office ; *at* the age of sixty ; I shall see you *at* Dewali *at* his house ; *at* hand (The examination is *at* hand, খুব সন্নিকটে) ; one *at* a time ; *at* things ; *at* the same time ; *at* school ; *at* the beginning ; *at* the meeting ; good *at* mathematics ; *at* the third attempt ; *at* regular intervals ; *at* 25, Chowringhee Road.

By

To travel *by* boat or rail or car (but *on* foot or horseback or cycle) ; *by* day (but *in the* day) ; *by* or *at* night (but *in the* night) ; a machine driven *by* steam or petrol or electricity ; to be destroyed *by* fire or earthquake ; to know one *by* name or sight (I know him *by* name, I know him *by* sight.) ; to teach *by* example ; to live *by* coaching, teaching, etc. ; made *by* machinery ; *by* next Sunday[1] ; *by* heart (মন দিয়ে) ; *by* chance ; to send a letter *by* post (ডাকে) or hand (লোক মারফৎ) ; to inform a person *by* letter or telegram or messenger ; to sell things *by* the kilogram or the metre or the dozen (Fish is sold here *by* the kilogram. Cloth is sold *by* the metre. Eggs are sold *by* the dozen.) ; to pay *by* cheque (but *in* cash or notes) ; die *by* poison or accident ; done *by* hand ; *by* word of mouth ; older *by* five months ; It is 10-30 *by* (not *in*) my watch ; *by* this time ; die *by* thousands ; struck *by* lightning ; a room ten feet *by* fifteen ; live *by* the river ; sit *by* me ; I did this work all *by* myself.

Note

[1]*By* expresses the limit of time within which something is to be done.

For

Crying out *for* fear ; a house *for* sale ; to take *for* granted ; *For* God's sake, help me ; *For* (= in spite of) all his wealth he is unhappy ; to sell a thing at three *for* a rupee ; good *for* health ; many men working *for* the company ; time *for* going out ; respect *for* the elders ; He cares *for* nothing ; a prize *for* mathematics ; silent *for* shame ; to flee *for* life ; wise *for* (considering that he is) a boy ; I speak *for* (= on behalf of) my class ; He left *for* home ; ready *for* (against) emergencies ; word *for* word (প্রতিটি বাক্য) ; train *for* Kolkata ; bought a car *for* Rs. 3 lakh ; change it *for* another ; look *for* something ; send *for* a doctor ; They are all *for* helping the needy ; big *for* his age ; *for* five weeks ; passengers *for* Kolkata ; get ready *for* school ; go *for* a walk ; read *for* pleasure ; hope *for* the best ; ask *for* money ; a taste *for* music ; have a liking *for* her ; unfit *for* the post ; ruined *for* life.

In

In India ; *in* 1986 ; *in* February ; to be *in* a place (room or garden or village or heaven) ; *in* ruins (The town is *in* ruins now.) ; to be *in* the dark ; *in* the sun (Dry the cloth *in* the sun.) ; to be *in* danger ; *in* haste ; *in* a difficulty ; *in* arms (The people are *in* arms against the king) ; to be *in* power (His party is *in* power now.) ; threw dust *in* (not *into*) my eyes ; *in* office (চাকুরিতে নিযুক্ত) (He is not *in* office now) ; *in* truth (*In* truth, I know nothing of the matter) ; to be *in* trouble ; ten or twelve *in* number ; *in* a whisper ; to be *in* readiness ; to be *in* good (or bad) health ; *in* debt ; He is *in* ; to be ready *in* five minutes ; playing *in* the park ; *in* the shade ; *in* his presence or absence (I did this *in* his presence or absence.) ; Take the work *in* (not *on*) hand ; *in* time (He came *in* time, ঠিক সময়ে) ; *in* general (People *in* general are ignorant

of the matter.) ; pay *in* (not *with*) cash or notes (but *by* cheque) ; fill *in* (or *up*) the forms ; *in* a hurry ; *in* secret ; *in* the open ; *in* time of war ; *in* a temper ; *in* reply ; *in* addition to ; pay *in* advance ; written *in* ink or *in* pencil ; to be *in* the army or the navy or the police ; *in* summer ; *in* pain ; standing *in* the corner of the room (but, the house *at* the corner) ; a holiday *in* the mountains (but, *at* the sea side) ; sitting *in* an armchair (but, *on* a chair without arms) ; a ride *in* a motor cycle ; wounded *in* the leg ; *in* sorrow ; *in* the morning (but *on* the morning of Sunday) ; *in* the evening (but, *at* night, *at* midnight, *at* noon) ; *in* the day time ; *in* the afternoon ; *at* ten o'clock *in* the night (but, he came *at* night.) ; a man *in* his thirties ; a slope of one *in* ten ; dressed *in* white ; people standing *in* rows ; *in* a loud voice ; *in* great numbers ; rich *in* minerals, lying *in* bed (but, sitting *on* the bed) ; train running *in* time ; a lecturer/reader *in* (not, *on* or *of*) Chemistry.

On

On Sunday ; *on* 4th May ; *on* Christmas Day ; to lie *on* one's bed ; to be *on* the way (He is *on* the way to office.) ; a speech *on* the subject ; came *on* holiday (*on* business) ; a picture *on* the wall ; write *on* this paper (but *in* a book) ; a house *on* fire ; to play *on* a musical instrument ; live *on* rice, *on* a small income ; live *on* capital invested ; He is *on* (not *in*) that committee ; Kolkata is *on* the Hooghly ; a house *on* the main road (or, *on* Chowringhee Road) ; a picture *on* the wall ; a ring *on* his finger ; shops *on* both sides ; *on* the north side of the city ; *on* land, *on* sea (but, *in* the air) ; *on* the road (I met him *on* the road.) ; *on* hire or trial ; a fruit *on* the tree ; *on* foot or *on* horseback ; to be *on* (not *in*) good terms with him ; to be *on* duty ; *on* oath (He said this *on* oath.) ; an essay *on* a subject ; *on* time (punctually) (train running *on* time) ; *on* trial ; *on* demand ; *on* request ; to work *on* (not *with*) an empty stomach ; houses *on* the left ; a lunch *on* the train ; news *on* TV ; a lecture *on* (not, *in*) a topic.

Note

1. **on time :** (at the appointed time, নির্দ্দিষ্ট সময়ে)
   in time : (not late, early enough, নির্দ্দিষ্ট সময়ের পূর্বে বা মধ্যে)
2. **'*on*' is used for dates and for particular days or specified parts of days, '*at*' for a point of time ; '*in*' for a portion of the day :**

I shall see you *on* October 5th/*on* Sunday/*on* Christmas Day/*on* Sunday afternoon/*at* 6 o'clock *in* the afternoon.

3. "Dr Watson is *at* ... University, where he lectures *in* English literature. This term he is lecturing *on* the nineteenth century novelists." — *Wood.*

Of

Speak *of* him ; Do not lose sight *of* (not *from*) the fact ; knowledge *of* (not *on*) English ; beg a thing *of* (not *from*) him ; made *of* wood ; a packet *of* cigarettes ; three *of* them ; He comes *of* (not *from*) a good family ; born *of* (not *from)* rich parents ; died *of* (not *from*) cholera ; cured *of* illness ; the whole *of* India ; the city *of* Kolkata ; It was good *of* you to help me ; professor *of* English.

Note

(i) Dr. Sen is the Professor *of* English *in* the University of Calcutta (but, *at* Calcutta University).

(ii) "A college always takes *at* ; Professor of Philosophy *at* King's College, University of London.

The same is true of *Reader* and *Lectuer ;* but whereas a professor is Professor *of* his subject, readers and lecturers are described as 'Reader/Lecturer *in* Modern History, Psycology, Latin, etc.'" — *Wood.*

To

Go *to* bed (শোওয়া, I go *to* bed at 10 p.m.) ; Add this *to* (not *with*) that ; sweet *to*

taste ; They fought *to* the last man (যতক্ষণ পর্য্যন্ত একজন লোকও অবশিষ্ট ছিল) ; He did it *to* his cost (এই কার্য্য করিয়া সে ক্ষতিগ্রস্ত হইয়াছিল) ; Sing *to* the harp (বীণা সহযোগে গান করা) ; What is he *to* you (তোমার কি সম্পর্কীয়) ? ; beaten *to* death ; Seven is *to* fourteen as two is *to* four ; Rise *to* high rank ; five minutes *to* six.

Under

Under water or a tree ; to be *under* another (অন্যের অধীন) (He works *under* me.) ; *under* trial (বিচারাধীন) (He is *under* trial now.) ; *under* sentence (দণ্ডাজ্ঞাপ্রাপ্ত) (He is *under* sentence of death.) ; a post *under* government ; *under* repair ; to be *under* arms (অস্ত্রশস্ত্রে সজ্জিত) ; (About ten percent of the people there are *under* arms.) ; *under* consideration (বিবেচনাধীন) (Your application is *under* consideration.) ; *under* Rs. 100.

E EXERCISE 31

(*a*) *Pick out the Prepositional Phrases and Prepositions* :—

1. He sat on the bench.
2. He looks after my estate.
3. He is senior to me in respect of age.
4. In view of his ill health he was let go without any punishment.
5. He stood in front of the door.
6. Potato sells at five rupees a kilo.
7. He goes there thrice a week.
8. I sent for him.

(*b*) *State the parts of speech of the italicised words* :—

1. He came *down*.
2. The boat flowed *down* the stream.
3. He ran *on*.
4. We sat *on* the bench.
5. Please come *in*.
6. There was none *in* the room.
7. He could not call *up* my name.
8. He pulled me *up*.
9. The meeting broke *up*.
10. The rebels were brought *under*.
11. The case is *under* trial.

(*c*) *Fill in the blanks with prepositions* :—

1. He came here — rail.
2. This train is running — time.
3. He said this — oath.
4. I am — the know of the thing.
5. He came — foot.
6. He is — school.
7. I know him — name.
8. He is — work now.
9. She is playing — a sitar.
10. Don't go out — the sun.
11. We live — rice.
12. He came — power very soon.
13. This food is not — my taste.
14. I met him — the way.
15. Send the news — wire.
16. He was beaten — death.
17. He is — power now.
18. I did this — you.
19. The proposal is — consideration.
20. I paid him — cash.

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CHAPTER XXIII

CONJUNCTIONS

(287) The same word may be an adverb, a preposition or a conjunction :

I saw him *before*. (*Adverb*)
He stood *before* me. (*Preposition*)
He shall do it *before* I return. (*Conjunction*)

(288) Compound Conjunctions are *groups of words* that are sometimes used to do the work of single conjunctions :

Ram *as well as* Karim went there. He acted *as if* (or *as though*) he were mad. I shall help you *in case* you fail.

(289) **Conjunctions in pairs**—Certain conjunctions are used in pairs ; they are sometimes called **correlative conjunctions** or **correlatives** (But, see Art. 488) :

Either he *or* his brother is guilty. *Neither* he *nor* his brother is guilty. *Both* he *and* his brother are guilty. *Not only* he *but* his brother *also* will go.

(290) Conjunctions are **divided into two main classes :—**

(*i*) **Co-ordinating Conjunctions** join words or phrases or clauses of equal rank : He said this to him *and* me. He sat behind you, *but* in front of me. You may go ; *only* make no noise.

(*ii*) **Subordinating Conjunctions** are those that join a *subordinate* or *dependent* clause to a *principal* clause : He said *that* he was ill. *As* I am ill, I cannot go. I shall go *if* you come.

Note

(*a*) Clauses are *co-ordinate* when one is not dependent on another nor enters at all into its construction : *I am ill,* but *he is well. You are healthy* and *you have got money.*

(*b*) One clause is said to be *subordinate* to, or *dependent* on, another when it depends upon the other. The clause on which the subordinate clause depends is called the *Principal clause.*

(*c*) Bear in mind that subordinate clauses too may be co-ordinate to each other. This is the boy *who came here* and *gave the information.* He said that *he would come* but *would not stay.*

(291) **Co-ordinating Conjunctions** are of **four** kinds :

(*a*) **Cumulative** or **Copulative,** that simply *add* :

And : I read *and* he writes.
Both—and : *Both* he *and* his brother will go.
As well as : He *as well as* his brother will go.
Not only—but also : *Not only* he *but* his brother *also* will go.
Also : He was there, and you *also.*

(*b*) **Alternative** or **Disjunctive,** denoting a *choice* between two things :

Either—or : *Either* he *or* his brother will go.
Neither—nor : *Neither* he *nor* his brother will go.
Or : Read *or* you will fail.
Otherwise : Work hard, *otherwise* you will fail.

(*c*) **Adversative,** denoting a *contrast* between two ideas :

But, yet, still : He is poor, *but* (*yet, still*) he is honest.
However : You are guilty ; *however,* I pardon you this time.
Nevertheless : I am ill ; *nevertheless,* I shall compete.
On the contrary : I do not hate him ; *on the contrary,* I love him.
While, whereas : You failed, *while* (*whereas*) your brother passed.
Only : You may come ; *only* make no noise.

(*d*) **Illative,** denoting an *inference* :

Therefore, so, consequently : He did not work ; *therefore* (*so, consequently*) he failed.
For : I do not like him, *for* he is a wicked boy.

Note

For may be regarded as weakened *because,* and the clause introduced by it may look like a subordinate one. But modern grammarians hold that, as a conjunction, it is *co-ordinating.* "It introduces a statement by way of explanation as a kind of afterthought ..... While a causal clause beginning with *since, because,* may precede the main sentence, that beginning with *for* must always follow it."

(292) Subordinating Conjunctions indicate :—

(*a*) **Time** :

Till, untill : Wait *till* it is night. Wait *until* I return.
After : He came *after* I had left.
Before : He died *before* he could do the work.
When : He came *when* I was there.
While : Don't go out *while* it rains.
Since : I have not seen him *since* I came.

Note

The compound conjunctions, *as long as, as soon as, so long as* fall under this class.

(*b*) **Cause** or **Reason** :

As, since : *As* (*since*) I am ill, I cannot go.
Because : He cannot work *because* he is ill.

Note

(*i*) Good English requires that the clause introduced by *as,* the causal conjunction, should precede the main clause.

(*ii*) The clause giving the reason in sentences containing expressions **"the reason is", "the reason why"** is introduced by *that,* and not by *because* or *due to* or *on account of*:

The reason why he failed *is that* he did not work hard.
The reason why he failed is *because* he did not work hard. (*Incorrect*)
The reason of his failure *is that* he did not work hard.
The reason of his failure *is because* he did not work hard. (*Incorrect*)
But, the reason of his failure *is* (not, due to) his idleness.

(*c*) **Purpose** :

That, in order that, so that : He works hard *that* (*in order that* or so *that*) he may win the prize.
Lest : I worked hard *lest* I should fail.

Note

(*i*) **Lest** expresses a negative purpose, and should not, therefore, be followed by a negative. Thus, we cannot write, "He was afraid *lest* he should *not pass.*" We must write instead, "He was afraid *lest* he should fail." It is also to be noted that **'lest' is followed by 'should'** or the *present subjunctive,* never by *will* or *would* : *Lest* we *forget; lest* he *be* angry.

(*ii*) **In order that, so that,** etc. are followed generally by *may* or *might,* in some context, by *shall* and *should,* but never by *can* or *could,* or *will* or *would* :

He encouraged me *that* (or, *in order that*) I *might* not lose heart. He works hard *that* (*in order that*) he *may* pass. I give you this advice *so that* you *may* succeed. He is making provision for you *so that* you *may* not fall in want. I give you this advice *in order that* nothing *should* be forgotton. (*MEU*).

(*d*) **Apposition** :

That : He wrote to us *that* he would come.

(*e*) **Condition** :

If : I shall go *if* you come.
Unless : I shall fail *unless* you help me.
Whether—or—not : I shall go there, *whether* you like it *or not.*
Provided : I shall help you *provided* you obey me.

(*f*) **Effect** :

So—that : He worked *so* hard *that* he fell ill.
Such—that : He is *such* a fool *that* I cannot rely on him.

(*g*) **Comparison** :

As—as : He is *as* tall *as* you.
Than : He is taller *than* you (*are*).
So—as : I am not *so* tall *as* you (*are*).

Note

Generally, *as—as* is used in both positive and negative sentences, but *so—as* is used in negative sentences. But *COD* has under *as* "It is not *so* (or *as*) easy *as* you think."

(*h*) **Manner** :

As—so ; *As* you sow, *so* shall you reap.
According as : They will be chosen *according as* they are fit.
As if, as though : He behaves *as if* (or, *as though*) he *were* (not *is*) mad (= *as* he would have acted *if* he were mad). It looks *as if* new men had (not *have*) *sprung* up.

Note

As if, as though sould invariably be followed by a *past* conditional, not by a present form (*would,* not *will ; could,* not *can ; did,* not *does ; was or were,* not *is ;* had *gone,* not *has gone ; knew,* not *knows*)—*MEU.* See examples given above. But Wood justifies "He works *as if* he is drunk" (p. 25).

(*i*) **Concession** :

Though (*although*) : *Though* (*although*) he is poor, he is honest.
As : Poor *as* (= *though*) I am, I am honest.
However : *However* strong he may be, he cannot do this.
Whoever : *Whoever* you may be, I cannot allow you here.
Whatever : *Whatever* you may say, I do not believe you.

EXERCISE 32

(*a*) *Put proper Conjunctions in the blank spaces* :—

1. He left — I had come.
2. Time — tide wait for none.
3. I do not know — he was here.
4. — I am ill I cannot go.
5. Is he a friend — a foe ?
6. He was sorry — he could not pass.
7. I shall do it — I am allowed.
8. He is so ill — he cannot walk.
9. I wonder — he will come.
10. He is poor — honest.
11. Wait — I return.
12. He works — you play.
13. I tried hard, — I failed.
14. Beware — you should fall.
15. I love him — he is honest.
16. He is — honest — you.
17. He is not — honest — you.

(*b*) *Point out the Conjunctions in the following sentences, and state whether they are co-ordinating or subordinating* :—

1. I went there when he was ill.
2. He is rich but miserly.
3. Not only he but his father also was present.
4. You may like it or not, it matters little.
5. If you read you will learn.
6. Either he or his friends did it.
7. I cannot help you, for I am ill.
8. He works while you play.
9. You are wrong, however, you are pardoned this time.
10. Though you are strong, I care a straw for you.
11. I hear that he has come.
12. He asked whether you had come.
13. Do not go before I come.
14. Sit down that you may not be hurt.
15. As he is ill, he cannot come.
16. You have opposed me ; therefore I cannot help you.
17. However rich you may be, I do not care for you.

SENTENCE CONNECTORS OR SENTENCE LINKERS

(293) Read the passage carefully :

A lady paid Rs. 116.50 to Bowbazar Post Office for sending a parcel of some books to her friend in England. *Unfortunately* all that her friend in England received was a half torn packet containing only one book. *While* writing to her friend in Calcutta, the addressee said, "I was baffled (হতবুদ্ধি) on receiving the packet. *Even* Mother Teresa was complaining in our (local) newspapers that the money sent to her from abroad had been taken away by postal thieves in India."

Actually, the problem is not as acute in the rest of India as it is in Calcutta. *But* the Postal authorities seem to be callous to attend to this problem. *As a matter of fact,* the authorities don't want to realise the seriousness of the problem.

In the above passage it can be seen that the italicised words or groups of words provide some link with different sentences and facts to make a sensible passage. These linking words are known as **Sentence Linkers** or **Sentence Connectors.** Note that the sentences in the passage remain independent but the flow of expression through these sentences is best achieved by the use of the linkers.

Sentence linkers establish link between two sentences, and even between two passages.

In the first passage the words *unfortunately, while, even* have helped to make the passage a connected whole by establishing links with the previous sentences.

In the second passage, the word *actually* has set a link with the first passage. Similarly the words *but* and *as a matter of fact* have also acted as *sentence linkers.*

Note

1. *"You should remember that sentence linkers* don't necessarily always *join two or more sentences into one. They only help to maintain the sequence of expression between one sentence and the next in a more sensible way".*

2. *"Two unlinked clauses may be grammatically unlinked; for example, they may be separated in writing by a full stop (.); or a semicolon (;). But that does not mean that there is no connection between them. It means, rather, that the connection is implicit, and has to be inferred by the reader". (Jan and Svartrik)*

(294) Conjunctions and Sentence Linkers should not be confused. *Conjunctions join two or more sentences* into one sentence :

He does not live in this house. His brother also does not live here : *Neither* he *nor* his brother lives in this house.

Sentence Connectors or *Sentence Linkers,* on the other hand, help in *maintaining link* between different consecutive sentences to write connected ideas :

Ram is not in Calcutta now. His brother is not here. *Both* of them, *however,* will come here next month.

Note the uses of some of the most commonly used *sentence connectors/ linkers* :

He is a very strong man. *Actually* he broke a slab of stone with a single blow.
He is very poor. *Naturally,* I often give him some money.
Dr. Sen is known to me. *In fact,* we were at the same class at the Presidency College.
It rained heavily last night. *As a result,* all the streets have become waterlogged.
He jumped over 6 metres today. *Still* he could not break the existing record.

He worked hard. *Finally* he became successful.
I allowed him to stay in my house. *Furthermore,* I helped him with some money also.
Somen has gone to London. *Also,* his wife has accompanied him.
It is late to go for a walk now. *Besides,* it is raining.
My bus broke down on the way. *However,* I reached the office in time.
I appreciate his argument with Sujan about equal pay for men and women. *Indeed,* I support the argument.
I think so. *In fact,* I agree with you.
You don't want to be an engineer. *Then,* what do you want to be?
He was found travelling without any ticket. *Therefore,* he was punished.
I'm not going to help him with money. *Moreover,* he does not deserve my help.
You told me about this. *Otherwise,* I would have gone there.

EXAMPLE WORKED OUT

Combine the following sentences in as many ways as you can by using the list of linkers given in brackets. (so, as, yet, although, therefore, but) :—

1. We missed the last bus. We had to walk home.
2. The task was very difficult. We managed to complete it.
3. It was a fine day. They decided to go for a walk.
4. The train was late in arriving. I missed my appointment.
5. I warned him of danger. He took no notice.
6. He had finished his work. He left the office early.
7. The ground was unfit to play on. The match had to be abandoned.
8. No public transport was running. The employees were on strike.
9. He tried repeatedly. He could not succeed.

Ans : 1. (i) We missed the last bus, *so/therefore,* we had to walk home.
(ii) *As* we missed the last bus, we had to walk home.
(iii) We had to walk home, *as* we missed the last bus.

2. (ii) *Although* the task was difficult, we managed to complete it.
(ii) The task was very difficult, *yet/but* we managed to complete it.
(iii) We managed to complete the task *although* it was difficult.

3. (i) *As* it was a fine day, they decided to go for a walk.
(ii) It was a fine day, *so/therefore* they decided to go for a walk.
(iii) They decided to go for a walk, *as* it was a fine day.

4. (i) *As* the train was late in arriving, I missed my appointment.
(ii) The train was late in arriving, *so/therefore* I missed my appointment.
(iii) I missed my appointment *as* the train was late in arriving.

5. (i) I warned him of danger, *yet/but* he took no notice.
(ii) *Although* I warned him of danger, he took no notice.
(iii) He took no notice *although* I warned him of danger.

6. (i) *As* he had finished his work, he left the office early.
(ii) He left the office early *as* he had finished his work.
(iii) He had finished his work, *so/therefore* he left the office early.

7. (i) The ground was unfit to play on, *so/therefore* the match was abandoned.
(ii) *As* the ground was unfit to play on, the match was abandoned.
(iii) The match was abandoned *as* the ground was unfit to play on.

8. (i) *As* the employees were on strike, no public transport was running.
(ii) The employees were on strike ; *so/therefore* no public transport was running.
(iii) No public transport was running *as* the employees were on strike.

9. (i) He tried repeatedly, *yet/but* he could not succeed.
(ii) *Although* he tried repeatedly, he could not succeed.
(iii) He could not succeed *although* he tried repeatedly.

EXERCISE 33

I. *Choose the suitable linking words from the list below and fill in the following blanks with them :—*

(a) There is acute water shortage in our locality ; ——— , the Municipality is going to provide us with a deep tubewell.
(b) The Headmaster is very angry ——— the boys made a noise.
(c) ——— it was sunny outside, she didn't use her umbrella.
(d) The policeman stopped the car, ——— the children could cross the road.
(e) I don't want to go ; ——— I don't have a proper dress.

[THE LIST : *so, because, however, moreover, although, though*]

II. *Join each pair of sentences using suitable linking words :—*

(a) He is poor. He is honest.
(b) She did not come to school. She was ill.
(c) He will not come. His brother will not come.
(d) You have opposed me. I shall help you.
(e) You must walk. You will miss the bus.
(f) I shall get ready. Do not go till then.
(g) The iron is hot. Strike it now.
(h) I do not hate you. I love you.

II. *Fill in the blanks with suitable sentence connectors given in brackets :—*

(a) He always speaks the truth. ——— (Indeed/Therefore) I like him.
(b) He worked hard this year. ——— (In general/Because of that) he became successful.
(c) It is a nicely written story. ——— (From my point of view/Actually) it should be given an award.
(d) I am glad to meet you after a long time. ——— (By the way/Moreover) what are you doing today ?
(e) ——— (Basically/As result) he is a good boy. This is why I like him.
(f) Ramen could not answer all the questions. ——— (Besides/Nevertheless/In any case) he hopes to get a good mark.
(g) Sri Basu is a good teacher. ———, he is a good poet. (Besides/As well as)
(h) He gave me money. ———, he gave me advice. (As well as/In addition to)
(i) He insulted me. ——— I love him. (Although/Still)
(j) He is rich. ——— he is dishonest. (Yet/Though)
(k) Ranjan is a good boy, ——— his brother is wicked. (but/although)
(l) I could not come to school yesterday ——— I was sick. (as/therefore)

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CHAPTER XXIV

INTERJECTIONS

(295) **An Interjection** is not properly a part of speech, since it does not enter into the construction of the sentence :— *Ah* ! *alas* ! (grief) ; *hurrah* ! (joy) ; *fie* ! (reproof) ; *tut* ! *tut* ! *pish* ! (disgust or contempt) ; *hark* ! *hush* ! *lo* ! (attention) ; *bravo* ! *hear* ! (approval) ; *ho* ! *hallo* ! (a call).

(296) (*a*) **Interjectional Phrases** :— Many phrases are used interjectionally, forming no part of the structure of sentences : *For shame* ! *Good gracious* ! *Good heavens* !

(*b*) A few groups of words of an interjectional character like the following, whether followed by the exclamation mark or not, are not Interjections, but rather elliptical sentences :

How awful ! = How awful it is ! *What a mess* ! = What a mess it is ! *Well done* ! = It is done well !

EXERCISE 34

(*a*) *Construct sentences, using Interjections expressive of* :

Joy, surprise, attention, approval, sorrow, caution, despair, contempt.

(*b*) *Pick out the Interjections from the following sentences and point out such of them as form a part of the construction* :

Foolish fellow ! Alas ! I am undone ! Alas for the evil day ! Shame upon you ! Oh ! what fine things ! Fie ! Fie ! Oh, that he were present ! Nonsense ! Hush ! What noise is this ! Fie upon the traitor !.

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CHAPTER XXV

NEGATIVE SENTENCES

(297) **Negative sentences** are formed usually by using **"no"** and **"not"** in the sentences.

(a) Sentences with verb **"to be"** (*am, is, are, was, were*) as Principal verb are made negative usually by placing **"not"** after the verb :

I am *not* a student.	We are *not* students.
You are *not* a doctor.	You are *not* doctors.
He is *not* a businessman.	They are *not* businessmen.
He was *not* happy.	The boys were *not* present.
I was *not* ill.	You were *not* at home.

Sometimes **"no"** is also used : There is *no* student in the class room. He is *no* friend of mine. Miss Green is *no* beauty.

(b) Verbs **"to have"** (*has, have, had*) as Principal verb take **"no"** after them to form negatives :

I have *no* car.	We have *no* house.
You have *no* sister.	You had *no* brother.
He has *no* servant.	They have *no* friend here.
I had *no* money.	We had *no* dog.
Amit had *no* enemy.	They had *no* servants.

Note

Sentences with verbs **"to have"** (*has, have, had*) as Principal verb can also be made negative by placing **"do not"** or **"does not"** in the Present Tense and **"did not"** in the Past Tense before them. The form of the main verb remains unchanged in such cases :

I *do not* have any car.
(or, I have *no* car.)
You *do not* have any sister.
(or, You have *no* sister.)
He *does not* have any car.
(or, He has *no* car.)
I *did not* have any money.
(or, I had *no* money.)
We *do not* have any house.
(or, We have *no* house.)
They *do not* have any friend here.
(or, They have *no* friend here.)
Amit did *not* have a dog.
(or, Amit had *no* dog.)

(c) Sentences with verbs other than **"to be"** and **"to have"** as Principal verb can be made negative by placing **"do not"** or **"does not"** in the Present Tense and **"did not"** in the Past Tense before them. The form of the main verb remains unchanged in such cases :

I *do not* know him.
He *does not* help his brother.
You *did not* come yesterday.
Ram *did not* play.
We *do not* like him.
They *do not* read in this school.
We *did not* play.

298 Sentences containing **Auxiliary verbs** (*am, is, are, was, were, has, have, had, shall, will, can, must,* etc.) are made negative by placing **"not"** after the auxiliaries :

You will *not* be happy.
We shall *not* have a holiday tomorrow.
She *cannot* sing.
You are *not* writing a letter.
They *were* not playing.
I have *not* seen him.
I was *not* taking bath.
I shall *not* be present.
You will *not* do the work.
He is *not* laughing.
She is *not* reading now.
You have *not* done the job.
He was *not* playing.

Note

(a) If there are *more than one auxiliaries*, the word **not** is placed *after* the *first* auxiliary. As,
You should *not* have done this.
He has *not* been coming to school since Friday last.

(b) Sometimes negatives can be formed by writing **"no"** after *will have* and *shall have.*The word *no* in such cases comes before a *noun.*
You will have *no* holiday today.
I shall have *no* medicine now.

299 **In negative Imperative sentences** the verbs take **"do not"** before them :

Do not run in the sun.
Do not tell a lie.
Do not quarrel with others.

300 Negative sentences can also be formed in many cases without using words **"no"** or **"not"** :

He *never* tells a lie. *None* of them was present there. He is still *unable* to walk. I know *nothing* about this matter.

E EXERCISE 35

Frame the following into negative sentences :

You were singing. I like him. They drank the milk. I write letters to him. They will help you. I have seen him. My brother has such a book. I shall play with you. I was present there at that time. He quarrels with me. He has friends here. He became successful in the examination. I want a friend like you. There is a girls' school in the town. I was playing in the field. Run in the rain. He may come tomorrow. They have done the job. You have a house. He wants

to go there. You should have gone there. She has been reading the book since this morning. I have been living here for ten years. Open the door.

CHAPTER XXVI

INTERROGATIVE SENTENCES

Wh–WORDS

(301) *Statement* : You are ill.
Question : Are you ill ?

The first sentence is an *ordinary statement* but the second sentence *asks* a *question.*

Sentences that *ask questions* are called *Interrogative sentences.*

Questions may be of *two* types :

1. **Yes/No Questions** — These questions can be answered by *'Yes'* or *'No'*:
2. **Wh-Questions** — These are questions that cannot be answered by *'Yes'* or *'No'* : They need specific answers.

(302) Rules for framing of Interrogative Sentences

Read the following sentences :

(a) *Statements*	*Interrogative*
I *am* ill.	*Am* I ill ?
We *are* happy.	*Are* we happy ?
They *are* busy.	*Are* they busy ?
He *is* a teacher.	*Is* he a teacher ?
Ram *is* brighter than his brother.	*Is* Ram brighter than his brother ?

(b) *Statements*	*Interrogative*
I *was* absent.	*Was* I absent ?
You *were* present.	*Were* you present ?
He *was* ill.	*Was* he ill ?
They *were* happy.	*Were* they happy ?

(c) *Statements*	*Interrogative*
I *have* a pen.	*Have* I a pen ?
You *have* a big house.	*Have* you a big house ?
He *has* a bicycle.	*Has* he a bicycle ?
They *have* many friends.	*Have* they many friends ?

(d) *Statements*	*Interrogative*
I *had* many books.	*Had* I many books ?
You *had* no servant.	*Had* you no servant ?
The girl *had* a brother.	*Had* the girl a brother ?

Rules :

When the *Principal verb* is **"to be"** (*am, is, are, was, were*) and **"to have"** (*has, have, had*), it is used at the beginning of **Interrogative Sentences** and the Subject comes immediately after it.

(e)

Statements	*Interrogative*
You *live* in Delhi.	*Do* you *live* in Delhi ?
He *plays* cricket.	*Does he* play (not *plays*) cricket ?
They *want* some food.	*Do* they *want* some food ?
He *called* you.	*Did* he *call* (not *called*) you ?
You *saw* the picture.	*Did* you *see* (not *saw*) the picture ?

The verb forms are :

play — *do* + play
sing — *do* + sing
run — *do* + run

plays — *does* + play
sings — *does* + sing
runs — *does* + run

sang — *did* + sing
played — *did* + play
ran — *did* + run

Rules :

For *Principal verbs* other than **"to be"** and **"to have",** Interrogative Sentences are formed by using **do** or **does** in the *present tense* and **did** in the *past tense* at the beginning of the sentences. The Subject comes immediately after it. The *form of the Principal verb remains unchanged* in such cases, Thus,

play = *do* + play
plays = *does* + play
played = *did* + play, etc.

(f) The Interrogative sentences at (c) and (d) above can also be written as below :

Have I a pen ?	or	*Do* I *have* a pen ?
Have you a big house ?	or	*Do* you *have* a big house ?
Has he a bicycle ?	or	*Does* he *have* a bicycle ?
Had I many books ?	or	*Did* I *have* (not *had*) many books ?
Had you no servant ?	or	*Did* you *have* (not *had*) no servant ?
Had the girl a brother ?	or	*Did* the girl *have* (not *had*) a brother ?

The verb forms are :

Do + have
Does + have
Did + have

From above it will be seen that :

Interrogative sentences with verb **"to have"** as the Principal verb can also be formed by using **"do"** or **"does"** in the *present tense* and **"did"** in the *past tense* at the beginning of the sentence. The form of the principal verb *have* remains unchanged in such cases.

(303)

Statement	*Interrogative*
I *am* playing.	*Am* I playing ?
You *are* going home.	*Are* you going home ?
He *is* calling me.	*Is* he calling me ?
You *have* done this.	*Have* you done this ?
He *was* suffering from fever.	*Was* he suffering from fever ?
He *can* walk now.	*Can* he walk now ?
I *may* go there tomorrow.	*May* I go there tomorrow ?
You *shall* go now.	*Shall* you go now ?
He *will* come soon.	*Will* he come soon ?
They *had* left the town.	*Had* they left the town ?
You *were* running in the field.	*Were* you running in the field ?

Rules :

(a) *Auxiliary verbs* (*is, was, am, are, were, has have, can, may, must,* etc.) are always used at the beginning of Interrogative Sentences and the subject comes immediately after them.

(b) When there are *two auxiliaries,* only the first one is used at the beginning of the sentence to make the sentence Interrogative.

You *should* have gone there.	*Should* you have gone there ?
He *has* been living here for five years.	*Has* he been living here for five years ?

(304) **Negative Interrogative Sentences**

Nouns

Statement	*Interrogative*
Prafulla is *not* strong.	Is *not* Prafulla strong ?
Biren was *not* well.	Was *not* Biren well ?
The boys were *not* present there.	Were *not* the boys present there ?
Pramila did *not* eat.	Did *not* Pramila eat ?

Pronouns

He is *not* strong.	Is he *not* strong ?
He was *not* well.	Was he *not* well ?
You were *not* present there.	Were you *not* present there ?
You did *not* eat.	Did you *not* eat ?

Rules :

(a) In an interrogative sentence, the word "*not*" usually comes *after* a Pronoun but *before* a Noun.

(b) The *contracted negative word* (*isn't, wasn't, don't,* etc.) always comes *before* the Subject, whether Noun or Pronoun :

Wasn't Biren ill ? *Isn't* he strong ?

Don't the boys know it ? *Didn't* they go there ?

E EXERCISE 36

A. *Change the following into Interrogative form. One has been done for you* :—

I. He is well now. (**Ans.** Is he well now ?) The earth is round. The book was yours. You are a doctor. The boys were happy. I am taller than you. You have a car. She has a pen. You

had two pencils. They are your friends. The boy had fever. He has two brothers. I have a sister. We had a servant.

II. We eat rice. (**Ans.** Do we eat rice?) He goes to school. You went there. The boys play in the field. They left the place. The boy came to me. You talked to him. Lila dances well. He got a pen. She reads in class X.

III. You have done the work. (**Ans.** Have you done the work?) The boys are playing. He is going to school. Rita can sing. He was talking with you. I shall give him a book. He will come tomorrow. The boy has gone to sleep. You were telling a story. The child was crying. He may come. The man has come home.

B. *Change the following into Interrogative sentences* :—

The boy does not read. She was not well. Anil is not happy. The teacher was not present. The girl did not sing. We did not go there. He is not weak. They were not absent. She did not do the sum. We were not displeased with him.

Wh-QUESTION WORDS

305 Interrogative sentences often begin with *who, which, what, whom, whose, when, where, why* and *how.* These are called **Wh**-question words.

Wh-words may be classified into three groups.

(i) **Interrogative Pronouns :** *who, which, what, whom* and *whose.*

(ii) **Interrogative Adjectives :** *what, which,* and *whose.*

(iii) **Interrogative Adverbs :** *where, when, how* and *why.*

These **Wh**-group of words are used to elicit information.

Look at the following sentence :

The people of this village elect him the President every year.

Using Interrogative **Wh**-words we can identify the following :

(i) the subject, (ii) object, (iii) complement and (iv) adverbial from the above sentence.

(i) **Who** elect him the President every year ?
Ans : The *people* of this village (subject).

(ii) **Whom** do the people elect the President every year ?
Ans : *him* (object).

(iii) **What** do the people elect him every year ?
Ans : the *President* (complement).

(iv) **When** do the people elect him the President ?
Ans : *every year* (adverb).

306 **Use of Wh-words in framing Interrogative Sentences**

To ask questions, the **Wh**-question words are used at the **beginning** of the sentences in accordance with the general rules for framing of interrogative sentences as discussed before. Note the use of different **Wh**-words below :

A. **Who** (কে ?)

Who is an *interrogative pronoun* and is used as the *subject.* It asks about *persons* only and is *indefinite.*

Who is that man (*i.e.*, the person is not known) ? He is Ramen, my brother.
Who took my book ? Subir took it.

B. **Whom** (কাহাকে ?)

Whom is an *interrogative pronoun.* It is the *object* form (*accusative*) of *who* and is applied to *persons* only.

Whom do you want ?	I want Mr Mukherjee.
Whom did you see ?	I saw his son.
Whom did he meet yesterday ?	He met my brother.
Whom does this pen belong *to*?	This pen belongs to my sister.

"**Whom** is the technically correct accusative form and is used in formal written and spoken English. In ordinary conversation, however, it is much more common to use **who** as the accusative form, so that we can say :

Whom did you meet ? (formal) or **Who** did you meet ?

There is no difference in meaning but the second is more usual than the first. Similarly we can say :

Whom did you help ? or, *Who* did you help ?" —*Thomson & Martinet.*

Similarly :

Who (*whom*) else did you see ?	I saw the king.
Who (*or whom*) did she pay ?	She paid Sita.

Note

Normally preposition is immediately followed by *whom* :

With whom did you go ?
To whom did you give it ?
To whom do you want to speak ?

It is more usual to move the preposition at the end of the sentence. The **whom** then normally changes to **who** :

Who did you go **with** (i.e. *with whom* did you go) ? — I went with my father.
Who did you give it **to** (i.e. *to whom* did you give it) ? — I gave it to Ajoy.
Who (*whom*) do you want to speak **to** ?

C. **Whose** (কাহার ?, কাহাদের ?)

Whose is the possesive form of *who.* It means '*of which*', '*of whom*' and is used for *persons* in all genders and persons. It could be both *adjective* and *pronoun,* e.g.,

1. *Whose* books are these ? (adj.)	They are mine.
2. *Whose* are these ? (pron.)	They are mine.
3. *Whose* house is this ? (adj.)	It is Amal's.

Note

Whose in (1) and (3) qualifies 'books' and 'house' respectively.

D. **What** (কি ?)

What is a general interrogative *pronoun* and *adjective* used for *things* and a *person's profession.* It generally asks about (a) a *thing* ; (b) a *selection from an indefinite number of alternatives* ; (c) *size, colour, state* or *amount* ; (d) a *person's profession* or *social status.*

What is this ?	This is a box.
What delayed you ?	Traffic jam delayed me.
What did they eat ?	They ate some snacks.
What is he ?	He is a doctor.
What was his father ?	He was a teacher.
What do you want ?	I want some money.

(1) *What* papers do you read? — I read The Statesman.
(2) *What* height is this building? — It is 10 metres high.
(3) *What* colour do you want? — I want the red one.
(4) *What* sum do you want? — I want five hundred rupees.

Note

(a) *What* in (1), (2), (3) and (4) above qualifies 'paper' 'height', 'colour' and 'sum' respectively.

(b) When *what* is used with prepositions, the preposition is normally placed at the end of the sentence :

What did you lift it *with*? (i.e. *with what*)—I lifted it with a pulley.
What is this tool used *for*? (i.e. *for what purpose*)—This is used for cutting steel.
What did you do that *for*? (i.e. *why*)—I did that to help my friends.

E. Which (কোনটি ?)

Which is an interrogative *pronoun* and *adjective* and is applied to both *persons* and *things*. It refers to *one out of a group*.

Which of these do you want? — I want the cheapest one.
Which boy did it? — The boy in the white shirt did it.
Which of them is the youngest? — Manab is the youngest.
Which boy do you like best? — I like Sandip best.
Which college did he go to? — He went to Scottish Church College.

Note

Which is used instead of *who* and *what* when the choice is *selective* or *restricted.*

1. Q. *Who* do you want to talk *to*? (general inquiry)
   Ans. I want to talk of Mr Bose.
   Q. There are three Boses here; *which* do you want?
   or *Which* Bose do you mean? We have three Boses here.
2. *What* will you like to have? (general inquiry)
   but, There's tea, coffee and cold drink; *which* will you have?

Note carefully the following distinctions :

(a) ***Who*** is he? —enquires about the *name* or *parentage* of the person. The answer should be of the form : He is *Mr Rathin Sarkar* ; or He is *Rathin Babu,* my neighbour ; or be of the form : He is *Rathin Babu,* of whom I spoke to you.

(b) ***What*** is he?—enquires about the *profession* or *social status* (পেশা বা পদ কি ?). The answer should be of the form : He is a *businessman ; or* He is a *teacher,* etc.

(c) ***Which*** is he?—wants him to be pointed out from *a definite group*(সম্মুখে উপস্থিত দলের মধ্যে কোন্ জন ?). The answer should be of the form : He is the man on the *extreme right.* or, He is the man *with the blue coat on,* etc.

F. Why (কেন ?, কি কারণ ?)

Why is an interrogative *adverb* and it means *"for what reason", "with what purpose"* and is usually answered by *'because', 'for',* etc.

Why was he absent? — He was absent because he was ill.
Why are you sorry? — I am sorry for losing my purse.

Note

The sense of 'why' can also be expressed by "what for" :
What for did you go there?
What did you go there *for*? (colloq.)

G. **When** (কখন ?, কোন্ অবস্থায় ?)

When is an interrogative *adverb* used to ask about the *time*. It means *'at what time', 'on what occasion'*, etc.

When will he come ?	He will come at 4 p.m.
When did this happen ?	It happened yesterday.
When will you be present here ?	I shall be present here during the Puja holidays.

H. **Where** (কোথায় ?)

Where is an interrogative *adverb* used to ask about *"in* or *to what place or position", "in what direction", "in what situation"*, etc.

Where do you live ?	I live in Delhi.
Where is you brother ?	He has gone to school.
(1) *Where* does he come *from* ?	He comes from Delhi.
(2) *Where* are you going *to* ?	We are going to Bombay.
Where did we get up *to* (i.e. what point did we reach) ?	We got up to a final settlement.
Where shall we be (i.e. what will be our situation) if a nuclear war starts ?	We shall be all doomed to die.

Note

In (1) and (2) above, *where* is used with a *preposition* following the *verb*, meaning *what place* ?

I. **How** (কিভাবে ?, কি উপায়ে ?, কোনভাবে ? কিরূপ ? কতটা ?)

How is an interrogative *adverb* and it means *"in what way"*. It can be used to frame interrogative sentences in various contexts to mean :

(a) *In what way* or *manner, by what means* :

How did you do it ?	I did with my own hands.
How did you come ?	I came by train.
How did you escape ?	I escaped with the help of my friends.
How is the word spelt ?	It is spelt G-e-n-u-i-n-e.
How can I go there ?	You can go by a taxi or by bus.
How could you believe it ?	Because I had faith in him.

(b) *To what extent, in what degree* :

How tall is the building ?	It is 9 metres tall.
How old is he ?	He is fifty years old.
How often do you go there ?	I go there once a week.
How fast do you drive ?	I drive 80 km. per hour.
How many pictures are there ?	There are twenty pictures there.
How much do you want ?	I want five hundred rupees (or, half of the property).
How long would you take to do the work.	I shall need three days to do the work.

(c) *In what state of health, in what condition* :

How are you ?	I am quite well.
How is you father ?	He is not keeping well.
How do you do ?	I am quite well.
How is the building now ?	It is totally ruined.

(d) *Asking for opinion, agreement, decision, explanation* etc.

How is the picture ? — It is very nice.
How about going for a walk ? — That would be fine.
How do you find your new job ? — It is quite good.

How's that ? (What is the explanation of that ? or, What is your opinion of that ? or, Is the batsman out or not out (in cricket) ?

Note

Interrogative pronouns, *who, what* and *which* do not admit of any *auxiliary verb* when used to frame a question word in the *nominative,* i.e., as *subject.* For other question words, e.g., *when, how, why, where,* however, an auxiliary verb is a must to frame a question.

Who goes there ?
Who came here ?
What delayed him today ?
What made you happy ?
Which boy did it ?
Which men come to you every day ?

But,

When did you go there ? (not, *When* you went there ?)
How does he go there ? (not, *How* he goes there ?)
Why do you come to me ? (not, *Why* you come to me ?)
Where did they meet ? (not, *Where* they met ?)

(307) Questions to suit Given Contents

Sometimes **Wh**-words are provided, and students are asked to frame questions with them to *suit some given contents.* A *careful study of the contents* would enable the student to frame questions easily. Take the following examples :

1 (a) *What*
Content : A silver disc.
The full moon looks like it.

(b) *How*
Content : 40 kilometres an hour.
He drives his car.

(c) *Where*
Content : He was in Delhi.
He went to Bombay.

Ans : (a) *What* does a full moon look like ?
(b) *How* fast does he drive his car ?
(c) *Where* did he go from Delhi ?

2 (a) *What*
Content : It was thundering.
He woke up.

(b) *How*
Content : A smart young lady.
She is just 18.

(c) *Why*
Content : Reading trash is useless.
We must not waste time in it.

Ans : (a) *What* made him wake up ?
(b) *How* old is the smart young lady ?
(c) *Why* waste time in reading trash ?

3 (a) *Who*
Content : Sandip, my son.
He has painted the drawing.

(b) *What*
Content : My name is Partha.

(c) *Where*
Content : My aunt's house is at Ballygunj.
I shall go there.

Ans : (a) *Who* has painted the drawing.
(b) *What* is your name ?
(c) *Where* will you go ?

4 (a) *What*
Content : Very idle. He failed in the examination.

(b) *How*
Content : Many mangoes on the table.
She took five mangoes.

(c) *Whose*
Content : There's house on the top of the hill.
It is Mr. Sen's.

Ans : (a) *What* was the cause of his failure in the examination ?
(b) *How* many mangoes did she take from the table ?
(c) *Whose* house is there on the top of the hill ?

5 (a) *What*
Content : This is a tool.
This is used for boring.

(b) *Why*
Content : A price has been put on his head.
He has committed a lot of crime.

(c) *How*
Content : He snores.
He disturbs others' sleep.

Ans : (a) *What* is the use of this tool ?
(b) *Why* has a price been put on his head ?
(c) *How* does he disturb other's sleep ?

6 (a) *Which*
Content : The Telegraph.
He reads it regularly.

(b) *When*
Content : She wants to see us.
Will come tomorrow.

Ans : (a) *Which* paper does he read regularly ?
(b) *When* will she come to see you ?

7 (a) *Why*
Content : Drenched in the heavy rains in the afternoon.
He caught cold.

(b) *Whom*
Content : Dr. Roy, my friend.
You should see him immediately.

Ans : (a) *Why* did he catch cold ?
(b) *Whom* should I see immediately ?

8 (a) *What*
Content : He received an urgent message.
He left suddenly.

(b) *How*
Content : The boy fell down.
He broke his leg then.

(c) *Why*
Content : I was upset at the news.
I could not speak.

Ans : (a) *What* made him leave so suddenly ?
(b) *How* did the boy break his leg ?
(c) *Why* could you not speak ?

9 (a) *Why*
Content : Extremely cold last night.
He sneezed

(b) *What*
Content : He saw the football match between England and Holland.
Great excitement.

(c) *Who*
Content : The Monkey's Paw (a short story).
The author is W. W. Jacobs.

(d) *Why*
Content : Big traffic jam.
He arrived late at college.

Ans : (a) *Why* did he sneeze last night ?
(b) *What* was the cause of his great excitement ?
(c) *Who* wrote "The Monkey's Paw" ?
(d) *Why* did he arrive late at college ?

10 (a) *Whom*
Content : She is Anita.
She lives with her parents.

(b) *Which*
Content : Many boys took part in the race.
Tarun, my brother, won it.

(c) *Whose*
Content : The car is parked in the garage.
It belongs to Ramen.

Ans : (a) *Whom* does Anita live with ?
(b) *Which* boy won the race ?
(c) *Whose* car is parked in the garage ?

11 (a) *What*
Content : He is my brother. He is a doctor.

(b) *Whom*
Content : This is a house. It belongs to me.

(c) *Which*
Content : There are three pens. She likes the red one.

Ans : (a) *What* is your brother ?
(b) *Whom* does the house belong to ?
(c) *Which* of the three pens does she like ?

12. (a) *What*
Content : Sudden outbreak of Cholera. He died.

(b) *Why*
Content : Inadequate supply of petrol. He cannot drive the car.

(c) *How*
Content : Dress of a smart youngman.
The youngman wore a three-piece suit.

Ans : (a) *What* was he cause of his death ?
(b) *Why* can't he drive the car ?
(c) *How* was the smart youngman dressed ?

EXAMPLE WORKED OUT

I. *Frame suitable questions appropriate to the following statements. Begin each question with the question word given in brackets :*

1. (i) She is a chemist. (*What*) (ii) I crossed the river in a ferry boat. (*How*)

Ans : (i) *What* is she ? (ii) *How* did you cross the river ?

2. (i) She reached Calcutta at night. (*When*) (ii) They swam across the Ganga to come here. (*How*) (iii) My uncle is a deputy magistrate. (*What*) (iv) He went to school in the morning. (*Where*) (v) She purchased a Baluchari saree. (*Which*)

Ans : (i) *When* did she reach Calcutta ? (ii) *How* did they cross the Ganga to come here ? (iii) *What* is your uncle ? (iv) *Where* did he go in the morning ? (v) *Which* saree did she purchase ?

3. (i) Balaka reads in Class X. (*What*) (ii) He tried hard to succeed. (*How*) (iii) I believe in God. (*Who*) (iv) Our school begins at 11 a.m. (*When*) (v) She looked up the word in a dictionary. (*Where*)

Ans : (i) *What* class does Balaka read in ? (ii) *How* did he try to succeed ? (iii) *Who* do you believe in ? or, *Who* believes in God ? (iv) *When* does your school begin ? (v) *Where* did she look up the word ?

4. (i) They made him the President last year. (*When*) (ii) He covered a distance of five miles. (*What*) (iii) He reads in Xaviers' School (*Which*)

Ans : (i) *When* did they make him the President ? (ii) *What* distance did he cover ? (iii) *Which* school does he read in ?

5. (i) Everyone is familiar with the name of Netaji. (*Who*) (ii) This book was written by Rabindranath. (*Whom*) (iii) He has been working for three hours. (*How*).

Ans : (i) *Who* is not familiar with the name of Netaji ? (ii) By *whom* was this book written ? (iii) *How* long has he been working ?

6. (i) His father is a doctor. (*What*) (ii) Shakespeare's glory can never fade. (*When*) (iii) This umbrella belongs to my sister (*Whose*) (iv) Swift wrote Gulliver's Travels. (*Who*) **(W.B.H.S. 1988)**

Ans : (i) *What* is his father ? (ii) *When* can Shakespeare's glory fade ? (iii) *Whose* umbrella is this ? (iv) *Who* wrote Gulliver's Travels ?

7. (i) He stayed at home because it was raining. (*Why*) (ii) Debika is 90 centimetres tall. (*How*) (iii) Karim came from Bangladesh. (*Where*) (iv) He wrote this in the tenth year of his imprisonment. (*When*)

Ans : (i) *Why* did he stay at home ? (ii) *How* tall is Debika ? (ii) *Where* did Karim come from ? (iv) *When* did he write this ?

8. (i) The Government rewarded him for his courage. (*Why*) (ii) The train runs at eighty miles per hour. (*How*) (iii) He reads the Statesman. (*Which*)

Ans : (i) *Why* did the Government reward him ? (ii) *How* fast does the train run ? (iii) *Which* paper does he read ?

9. (i) It is now 5 o'clock. (*What*) (ii) The better of the two boys got the prizes. (*Which*) (iii) I am going to Patna tomorrow. (*Where*) (iv) I like Ram the most. (*Whom*)

Ans : (i) *What* is the time now ? (ii) *Which* of the two boys got the prize ? (iii) *Where* are you going to tomorrow ? (iv) *Whom* do you like the most ?

10. (i) It occured near Dharmatala. (*Where*) (ii) I shall help you to do the sum. (*What*) (iii) Everybody loves his country. (*Who*)

Ans : (i) *Where* did it occur ? (ii) *What* will you do for me ? (iii) *Who* does not love his country ?

11. (i) He was ill. His son called in a doctor. (*Why*) (ii) The train runs three hours late. It is foggy. (*What*) (iii) Labour problem. The factory was locked out. (*Why*)

Ans : (i) *Why* did his son call in a doctor ? (ii) *What* makes the train run three hours late ? (iii) *Why* was the factory locked out ?

12. (i) Browning wrote "The Ring and the Book." (*Who*) (ii) The fisherman lived in a lonely cottage. (*Where*) (iii) His father is a teacher. (*What*)

Ans : (i) *Who* wrote "The Ring and the Book ?" (ii) *Where* did the fisherman live ? (iii) *What* is his father ?

13. (i) 'I met a traveller from an antique land'. (*Whom*) (ii) We shall go by bus. (*How*) (iii) I am reading. (*What*) (iv) The priest is leading the young cow to the altar. (*Who*) (v) Lucy dwelt among the untrodden ways. (*Where*)

Ans : (i) *Whom* did you meet ? (ii) *How* will you go ? (iii) *What* are you doing ? (iv) *Who* is leading the young cow to the altar ? (v) *Where* did Lucy dwell ?

14. (i) You can go there on foot. (*How*) (ii) Shakespeare's glory can never fade. (*When*) (iii) She prefers milk to tea. (*Which*) (iv) I want to know the particulars of each person. (*What*)

Ans : (i) *How* can I go there ? (ii) *When* can Shakespeare's glory fade ? (iii) *Which* one does she prefer – milk or tea ? (iv) *What* do you want to know ?

15. (i) I want two hundred rupees. (*How*) (ii) This book was published in Calcutta. (*Where*) (iii) They are waiting for the train. (*What*)

Ans : (i) *How* much money do you want? (ii) *Where* was this book published? (iii) *What* are they waiting for?

EXERCISE 37

I. *Some statements are given below. For each of these statements frame a question in such a way that the statement becomes its answer* :—

1. My sister is a professor.
2. She won this prize.
3. I am her brother.
4. I go there every week.
5. Mr. Chowdhuri wants to talk to her.
6. They want their money.
7. They saw me.
8. Rita goes to school at 9 o'clock every day.
9. They can speak English fluently.
10. Please give me that book.
11. I came here only to visit my father.
12. They treated him nicely.
13. I am late because I missed the train.
14. They came running home.
15. Give me the best book available with you.
16. The boy on the extreme left is sleeping.
17. He is sleeping because he is ill.
18. I saw some people running.
19. As the school bus did not come, the students returned home.
20. He has been working for six hours.
21. They reached the place in the evening.
22. I am going to be nineteen this December.
23. The market is just a few minutes' walk.
24. The players went to Delhi by plane.
25. He bought five books for me.
26. The concert began at 8 p.m.
27. We take medicines so that we become cured.
28. I met Sri Roy, the clerk.
29. Such a happy day is unlikely to come again.
30. I was born at Santiniketan.

II. *Frame questions appropriate to the following statements. Begin each question with the question words given in brackets* :—

It is half past two. (*what*) ; I met Mr. Roy, the clerk. (*which*) ; They bought this TV set last month. (*when*) ; Hilsa is being sold at Rs. 60.00 a kilo. (*what*) ; I come from Goalpara town. (*which*) ; I am looking at the boy. (*who*) ; My friend intends to stay here for a month. (*how*) ; He is absent as he is ill. (*why*) ; Mr. Dutta lives in this village. (*where*) ; He came here yesterday. (*when*) ; Niva is my youngest sister. (*who*) ; I was late because I missed the bus. (*why*) ; Illness prevented me from attending the meeting. (*what*) ; The Government rewarded him for his courage. (*why*) ; The loud noise drew my attention. (*what*) ; She wants only a spoonful of sugar. (*how*) ; We made a trip to Digha. (*where*) ; He examined the document with care. (*how*) ; I know a lot about the boy. (*what*) ; Only a small number of people attended the meeting. (*how*) ; The pole is 10 metres long. (*how*) ; He came in the evening. (*when*) ; My friend is a journalist in a big newspaper. (*what*).

III. *Frame questions with the wh-words provided. The questions must suit the given contents.* :—

1. (a) *How*
   Content : He comes here.
   Thrice a week.
   (b) *What*
   Content : He met with an accident.
   He gave up sports.
   (c) *Whom*
   Content : Amita, my sister.
   I want to meet her.
2. (a) *What*
   Content : The train leaves at 6 p.m.
   (b) *How*
   Content : He came here yesterday.
   He came by train.

(c) *When*
Content : We shall visit the temple.
The temple remains open in the morning.

3. (a) *When*
Content : He takes exercise everyday.
Morning is suitable for him.

(b) *What*
Content : He is my uncle.
He is a businessman.

(c) *Why*
Content : I am unhappy.
He did not help me at all.

4. (a) *How*
Content : He is my friend.
He comes almost everyday.

(b) *When*
Content : I shall be busy in the morning.
Come to my place after 8 p.m.

(c) *Which*
Content : Many shirts.
Give me the red one.

(d) *Whom*
Content : Election held.
They made Prabir the secretary this year.

5. (a) *Whose*
Content : Here are some pens.
These must belong to somebody.

(b) *How*
Content : He will come.
He may take some more time.

(c) *What*
Content : The train leaves Howrah.
It is at 10 a.m.

6. (a) *What*
Content : You have a watch.
I want to know the time.

(b) *Who*
Content : A story book.
My father gave it to me.

(c) *Whom*
Content : I saw Kanwar Singh.
He was lying on the bare mud-floor.

7. (a) *Why*
Content : Big traffic jam.
She arrived late at home.

(b) *Who*
Content : As You Like It. (a drama)
The author is William Shakespeare.

(c) *What*
Content : Sudarshan is my brother.
He is a doctor.

8. (a) *How*
Content : He has been working for six hours.

(b) *Why*
Content : As he was ill, he could not attend the meeting.

(c) *Who*
Content : The workman saw the approach of a violent storm.

9. (a) *How*
Content : Only a few people attended the meeting.
I want to know the number.

(b) *When*
Content : The solar eclipse will occur this month.
Tell me the date.

(c) *Where*
Content : A stranger.
He came from London.

10. (a) *How*
Content : A gold medal.
The scholar won it in the competition.

(b) *When*
Content : Still widely read.
Tagore's glory can never fade.

(c) *Why*
Content : Great noise.
The teacher left the class in a rage.

11. (a) *What*
Content : An Income Tax Officer
His father works here.

(b) *Why*
Content : Drenched through and through.
He was absent from the meeting.

(c) *Whose*
Content : Ramen, my friend.
His car is parked on the road.

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CHAPTER XXVII

DIFFERENCES IN THE USES OF A FEW WORDS

(308) Few, a few, the few, not a few :

Few is opposed to *many.* It has a *negative* force, meaning *almost none* (প্রায় কেহই না, যাহা আছে তাহা ধর্তব্যের মধ্যে নয়) : I have *few* (= *practically no*) friends here. *Few* men are free from faults.

A few is opposed to *none,* and means *some* (অল্পসংখ্যক) : I have *a few* friends here. Give me a *few* more biscuits.

The few (অল্প কয়েকজনের সবাই) has a *double* force, one *negative* and the other *positive.* It means, *not many, but all that there are* : '*The few* friends I had, left me', means, 'I had *not many* friends, but I had *some* and they *all* left me.'

Not a few = a pretty large number (কম সংখ্যক নয়) : 'He gave me *not a few* (*i.e.,* many) cakes.'

(309) Little, a little, the little, not a little :

Little has a *negative* force, meaning *almost nothing* (প্রায় কিছুই না, যেটুকু আছে তাহা ধর্তব্যের মধ্যে নয়) : He has *little* (= *almost no*) time to spare. I care *little* for him.

A little has an *affirmative* force and means a *small quantity* (অল্প পরিমাণ) : I want *a little* sugar. I am *a little* tired.

The little has a *double* force, one *negative,* the other *positive.* It means, *not much, but all that is* (= অল্প যেটুকু আছে তাহার সবটা). *'The little* hope I had, is gone,' means, 'I had *not much* hope, yet I had *some* at least, and *all* of it is now gone'.

Not a little—much (কম পরিমাণ নয়) : 'He gave me *not a little* trouble.'

(310) Few, little : *Few* denotes *number* (সংখ্যা) and is followed by the *plural* number. *Little* denotes *quantity* (পরিমাণ) and is generally followed by the *singular.*

He has *few* friends. Give me a *few* oranges. *The few* friends he had have left him. There were no *fewer* than fifty men there.

He has *little strength.* I have *little* hope. Give me a *little* more time. *The little* milk I had was split. I want no *less* than that amount.

There were no *less* than fifty members present in the meeting. (*Incorrect*).
There were no *fewer* than fifty members present in the meeting. (*Correct*).

But, according to Pocket Oxford, *less* denotes both *quantity* and *number,* and we have the following sentence there :— *Less* than 20 of them remain. Had *less* men killed but more wounded. Chamber's Dictionary also writes "*(arch, & coll) fewer.*" *Current Eng. Usage* by F.T. Wood too justifies the use of *less* for number when qualified by a *numeral.* But, about the example quoted above from the *POD,* the present Secretary, Clarendon Press, Oxford, writes, "Our preference is for the expression 'fewer than' in cases of this kind and I shall be advising the editor to correct the *Pocket Oxford Dictionary* to that form at the next opportunity." (The present author's thanks to Mr. N.N. Ghosal of 23 Beck Bagan Row, Calcutta 17, for this reply). But whom to follow? It is however safe for students to confine *less* to quantity.

Some uses of *less* (the comparative degree of *little*) and *fewer* (the comparative degree of *few*) :

Less joy, less meat, less weight, less rain, less heat, less time, less trouble, less money, five rupees less, fewer girls, fewer books, fewer trains.

Lesser is used as an attributive adjective only with the meaning *less important* : *the lesser powers, lesser evils, lesser troubles.*

(311) A lot of, lots of :

"These are rather informal. In a more formal style, we prefer *a great deal of, a large number of, much* or *many.* There is not much difference between *a lot of* and *lots of* ; they are both used mainly before singular uncountale and plural nouns, and before pronouns. It is the subject, and not the form *lot/lots,* that makes a following verb singular or plural. So when *a lot of* is used before a plural subject, the verb is *plural* ; when *lots of* is used before a singular subject, the verb is *singular.*

A lot of time is needed to learn (not, *are*) a language. *Lots of patience is* needed, too. *A lot of my friends want* (not *wants*) to emigrate. *Lots of us think* it's time for an election".

—Michael Swan : Practical English Usage.

There *is a lot of* water in the bucket.
These *are a lot of* books in the almirah.
I have seen him *lots of times* (not, *time*)[1]
There *is lots of time* (not, *times*) before the lesson begins.
We had *lots of time* (not, *times*) before the bus arrived.

Note

[1]*Time* is countable, when it means *occasion.*

(312) People, a people, peoples :

People = persons generally (লোকসকল, always plural) : *People* say you are wrong.

A people = a nation (জাতি) : The Americans are *a* rich *people.*

Peoples = nations : Different *peoples* have different customs.

(313) Sometime, some time, sometimes :

Sometime is now confined to the meaning *formerly* (পূর্বতন, ভূতপূর্ব) : He was *sometime* Principal of this college.

Some time = Here *some* is an adjective qualifying *time.* Hence *some time* = (*i*) for some time (কিছু সময়) : I have been writing *some time* (COD). (*ii*) Elliptical for *at some time* or *other* (কোন সময়ে) : I shall see about it *some time.*

Sometimes = occasionally (মাঝে মাঝে) : *Sometimes* he acts thus.

(314) Whole, the whole, all :

Proper Nouns are preceded by *all* or *the whole of,* and never by *whole* alone. Thus, we may write, '*All* (or *The* whole *of*) India mourns his death,' but not, '*Whole* India mourns his death.'

Before *Common Nouns,* both *whole* and *all* are used ; but *all* is very seldom followed by a singular number while *whole* takes *the* before it. 'Give me *all* mango' will be incorrect ; we should write instead 'Give me *all* (সবগুলি) *the mangoes,* or 'Give me *the whole* mango' (*i.e.,* one entire mango, একটা আস্ত আম).

All denoting *quantity* may be used before singular nouns preceded by 'the' ; as, *All the milk* was spilt by the cat.

EXERCISE 38

Put proper words in the blank spaces :—

(*a*) *Few, little* :

1. I have — enemies, but they can do me — harm.
2. Give me — ink that I may write — more pages.
3. This book can give you — lessons, but has — to teach me.
4. I care — for him.
5. There is — to be said in support of his shameful conduct.
6. Give me — you have.
7. Pour — more milk into the cup.
8. You can expect — more men.

(*b*) *Sometimes, sometime, some time* :

1. He comes to me —.
2. He was — a pleader there.
3. You may expect me —.
4. He was pleader for —.
5. We must have rest for —.
6. You may expect me — today.
7. He stole my watch — back.
8. He — behaves in a very rude manner.

(*c*) *Whole, all* :

1. — country knows the story.
2. Give him — the milk.
3. Cholera has spread over — village.
4. — Bengal mourn for him.
5. He gave me — fruit.
6. I have heard — story.
7. He has spent — of his wealth.
8. He has travelled over — India.

(*d*) *People, a people, the people* :

1. Different — have different ideas.
2. — are suffering from malaria.
3. — of Japan are very active.
4. What did — of the village say ?
5. — are crying for the redress of their wrong.
6. Control your —.

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(315) Much, many :

Much denotes *quantity* (পরিমাণ) but *many* denotes *number* (সংখ্যা), *i.e.,* things which can be counted. The former is followed by the singular ; the latter, by the plural ; as '*Much* water,' '*much* money', '*many* rupees.' '*many* men.'

(316) Much, very, too, enough :

(*a*) **Much** qualifies Adjectives and Adverbs in the *comparative* degree ; but **very** qualifies Adjectives and Adverbs in the *positive degree.* **Much** also goes with *past* participles ; but **very** goes with *present participles.* **Very** is, however, used now before *past participles* (like *pleased, tired, delighted, contented,* etc.) when they have so completely lost their verbal force as to become true adjectives. (*Good English* by G.H Vallins ; *The Complete Plain Words* by Gowers).

I am *very* happy. He is *much* happier than before. He is a *very* clever boy. He is *much* more intelligent than you. The sight is *very* charming. He was *much* charmed. It was a *very* pleasing sight. He was *much* (also, *very*) pleased to see me. I am *very* tired.

(*b*) **Too** implies *excess, i.e.,* that the *limit has been exceeded* (এতটা বেশি যে ততটা ঠিক নয়). Thus, I am *too* weak to walk = my weakness has exceeded the limit within which I could manage to walk. It should not be confounded with **very.** Thus,

He was *very* late for school = he went to school, but was very late.
He was *too* late for school = when he reached there, school was over.

He is *very* intelligent = no comparison.
He is *too* intelligent for this post = his intelligence is so great that the post is not worthy of him.

It is *very* bitter = the bitterness is great, yet it can be tasted.
It is *too* bitter = the bitterness is so great that it cannot be tasted.

Hence in the following sentences, replace *too* by *very* :—

His health is *too* good. I am *too* pleased to meet you. The mother is *too* happy at her son's success. He is *too* weak ; yet he will come. This water is *too* pure. He writes *too* neatly.

But, we have the phrase **only too glad** (*cf.* I shall be *only too glad* to have you here) = very glad and not the reverse ; similarly *none too pleasant* = far from pleasant.

(*c*) **Enough** is the opposite of *too* and means that the proper limit has been *just reached* (যতখানি দরকার ততটা). Thus,

I am strong *enough* to walk = I have *as much* strength *as* is *necessary* for me to walk.
Cf. This room is hot *enough* for me = the heat is *agreeable* to me, — it is as hot as I wish it to be.

This room is *too* hot for me = so hot that I cannot remain in it.
Five rupees *is enough* for this = the price is as high as it should be.
Five rupees is *too* high for this = the price is *more than* what is proper.

(317) Any, some :

(*a*) As *Pronouns*– see Arts. 152 and 153.

(*b*) As *Adjectives of Quantity or Number* : (*i*) *Any* is used in *negative sentences ;* but *some,* in *affirmative* sentences :

He did *not* want *any* man. I do *not* see *any* birds on the tree. He gave me *some* books. Please give me *some* milk.

(*ii*) In *Interrogative sentences,* both are allowable ; but *any* is to be preferred :

Is there *any* man there ? Has he *any* letters for me ?

But *some* is rightly used in questions which are really commands or requests :

Will you give me *some* water ? (= Please give me some water).

(c) As *Demonstrative Adjectives*, both may be used before *either* number in *affirmative* as well as *negative* sentences ; but *any* is more indefinite than *some* :

Any road will lead you there. *Any* book will do to while away the time. He did not go to *any* friend. You may have *any* books you like. *Some* men are healthy. *Some* boys must have done this.

(318) Anyone, any one :

Anyone is *singular* and normally takes a *singular verb* and is referred to by a *singular pronoun* or *possessive adjective* : Has *anyone* a pen *he* can lend me ? — not *they*. *Anyone* who *wants* to enter the competition may send *his* name— not *their*. But, when *anyone* is used in a general, and not an individual or specific sense, so that it has the force of *all, without exception,* a plural is allowable, since the singular would sound incongruous : *Anyone* can enter the competition, can't they ? —*Wood*. *Anyone* is a compound and refers to *persons* only.

But, when the reference is to *things* or 'one' has a numerical sense, *any one* (two separate words) must be used : Which dress would suit you ? — *any one* would do. *Any one* of you will be suitable for the job.

(319) A many, many a :

A many is followed by a *plural* noun and usually takes 'great' between 'a' and 'many'. *Many a* is the contracted form of 'Many *one*' and is followed by a *singular* noun. Thus, write either, 'I have *a great many books* of this kind,' or 'I have *many a book* of this kind', but not 'I have *many a books'*, etc. *Many a man wants* to get rich quickly.

(320) Each, every :

Each refers to one of *two or more,* but *every* refers to one of *more than two* only. Thus, '*Each* of the *two* books' ; 'The boys were fined one rupee *each'* ; but '*Every* boy out of ten has got a prize' ; '*Everybody* should do his duty'.

EXERCISE 39

Put proper words in the blank spaces :—

(*a*) *Much, very* :

1. I am — astonished to hear it.
2. This is a — charming sight.
3. It is a — honest deed.
4. He is — more intelligent than your brother.
5. He has a — sharper intellect than his brother.
6. It is a — interesting book.
7. I was — interested in him.
8. I am — delighted to see you.
9. It is — better than that.
10. I am — eager to see you.

(*b*) *Very, too* :

1. I am — glad to hear of your success.
2. He is — honest to deceive anybody.
3. I was — slow to catch the train.
4. He was — slow, and caught the train with difficulty.
5. He is a — careless boy.
6. He is — careless to do it well.
7. His health is — good.
8. It is — hot today ; yet I shall go out.
9. It is — hot for me to go out today.

(c) *Any, some* :

1. He did not want — help.
2. Can you give me — help.
3. Have you lost — of your articles ?
4. I have not lost — of my articles.
5. Will you kindly give me — milk ?
6. You may follow — course you like.
7. Has he — news for me.
8. Has he not — friend there ?
9. I want — friend who will stick to me.
10. — man must have gone there.

(d) *Much, many* :

1. He has — money.
2. He gave me — information on the point.
3. — rumours were spread about him.
4. He spent — time over the task.
5. There was — bloodshed and — families were ruined.

(e) *Each, every* :

1. — one of us knows the story.
2. I gave a book to — of the two boys.
3. I gave a book to — one of the five boys.

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(321) Later, latest, latter, last :

Later and *latest* refer to *time* (পরবর্তী **সময়** নির্দেশ করে) and are opposed to *sooner* or *earlier,* and *first* or *earliest* respectively ; 'This is a *later* (or the *latest*) edition of the book.'

Latter and *last* denote *order* (পরবর্তী **ক্রম** বা **পর্য্যায়** নির্দেশ করে), and are opposed to *former* and *first* respectively. Virtue and vice have their own consequences ; the *former* brings happiness, the *latter,* misery. He came *last* of all.

(322) Farther, further : There is practically no difference between the two, *further* being more popular, except where *distance* is distinctly in question when *farther* is used (See MEU) : I have made *further* progress. He has gone *farther* than his brother.

(323) First, foremost : *First* denotes *order* or *position,* while *foremost* means *most conspicuous ;* as, 'He stood *first* in the examination' ; but, 'He is the *foremost* player of the team.'

(324) Next, nearest : *Next* (পরবর্তী) denotes *order* or *position,* while *nearest* (নিকটতম) denotes *distance* ; as, 'I shall go to the *next* house' (*i.e.,* the house next in position or order) ; but, 'I took shelter in the *nearest* house when the storm began.'

(325) Older, oldest, elder, eldest : *Older* and *oldest* are applied to *animate* and *inanimate* objects in general, while *elder* and *eldest* are applied to *persons* only of the *same* family ; as, 'He is *older* than I.' 'This tree is *older* than that.' But, 'He is my *elder* brother' ; 'She is my *eldest* sister.'

(326) Less, lesser : *Less* is used both as an *adjective* and as an *adverb* ; but *lesser* is used only as an *adjective* ; as, 'My age is *less* than yours.' 'He is *less* strong than I' ; but, 'This is of *lesser* importance.'

(327) Outer, utter : *Outer* (বাহিরের) denotes *position,* while *utter* (সম্পূর্ণ) denotes *degree ;* as, 'Draw a tangent to the *outer* circle.' 'This will bring on *utter* ruin.'

EXERCISE 40

Put proper words in the blank spaces :—

(*a*) *Later, latter* :

1. He came — than my brother.
2. This is a — edition of the book.
3. I want the former, and not the —.
4. He went — than the appointed time.

(*b*) *Last, latest* :

1. He is the — boy in the class.
2. I want a book of the — edition.
3. What is the — news ?
4. Who came — ?

(*c*) *Farther, further ; farthest, furthest* :

1. — examples are unnecessary.
2. He went the — of all.
3. Thus far and no —.
4. I know nothing — than this.
5. I am prepared to go to the — extreme.

(*d*) *Nearest, next* :

1. The chairman took up the — item.
2. We ran for shelter to the — house available.
3. He sits — to me in the class.
4. He is my — relative here.
5. He knows — to nothing on this subject.

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(328) Late, lately : *Late* = after appointed time (বিলম্বে) : He came *late*. *Lately* = recently (সম্প্রতি) : I heard the news *lately*.

(329) Hard, hardly : *Hard* = (*i*) diligently ; as 'He works *hard*.' (*ii*) With great force ; as, 'It rains *hard*.' *Hardly* = (*i*) *scarcely*, কদাচিৎ ; as, 'He *hardly* works'. (*ii*) "Harshly, with severity, কঠোরভাবে : The rule worked *hardly*." —Oxford Dictionary. (*iii*) "With hardship, কষ্টের সহিত : The husbandman lives *hardly*." —*OD*.

Note

But "except in the sense *scarcely*, the idiomatic adverb of *hard* is *hard*, not *hardly*." —*MEU*. Both *COD*, and *POD* however, give the following meanings to *hardly*—in a hard manner, with difficulty, harshly, scarcely. *Chambers* also gives these meanings.

(330) Short, shortly, in short : *Short* = not long ; as, 'Wait *short* (*i.e.*, for a short time)'. *Shortly* = (*i*) "briefly, সংক্ষেপে : The Attorney General was heard *shortly* in reply." —Oxford Dictionary ; also *COD* and *Chambers*. (*ii*) Soon, a little while before or after (*POD*), শীঘ্র : 'I shall be back *shortly*'. **The word is now used in the second sense only.** *In short—briefly*. State *in short* what you know of it.

(331) Beside, besides : *Beside* is only a prep. and means (*i*) near : Sit *beside* me. (*ii*) Wide of, অসম্বন্ধ : Your remark is *beside* the point. *Besides* is (*i*) a prep. meaning 'in addition to' (অতিরিক্ত) : I have none to help me *besides* you. (*ii*) An Adverb = also, moreover (অধিকন্তু) : It is late ; *besides*, I am tired.

(332) At present, presently : *At present* = at the present time, বর্তমানে : I am very busy *at present*. *Presently* = very soon (শীঘ্র) and refers to *future* time : He will come *presently*.

Note

In modern American English, *presently* is used in the sense *at the present time* also.

(333) **Finally, after all, at last :** *After all* means in spite of all that has *gone to the contrary,* and should never be used of a *natural* consequence, for which *finally* or *at last* is generally used (বিপক্ষে যাহাই থাকনা কেন তৎসত্ত্বেও। স্বাভাবিক পরিণতি বা **অবশেষে** অর্থে ইহা ব্যবহৃত হয় না) : Your enemy is *after all* (*in spite of all* that you may say *against* him) an honest person.

Incorrect : He served for thirty years, and *after all* retired on a pension.
Correct : He served for thirty years, and *finally* or *at last* retired on a pension.

(334) **At last, at least, at length :** *At last* = in the end, after much delay, অবশেষে : I have found you out *at last. At least* = at the lowest estimate ; if not more, অন্ততঃপক্ষে, খুব কম হইলেও : This will cost me *at least* fifty rupees. I may not help you with money ; but I may *at least* help you with advice. *At length* = (*i*) after a long time : He was in doubt for a week, but *at length* came to a definite decision ; (*ii*) *fully*, বিস্তারিতভাবে : He has discussed the subject *at length* in his article.

(335) **Ago, before :** *Ago* refers to a *period* of time measured *back from now ;* but *before* refers to a *specific* time in the *past* :

He came here long *ago.* He had come here long *before* (*before* a specific time in the past). I saw him two months *ago.* I had seen him two months *before* (= *before* the specific time referred to in the report). I went there some time *ago.* I had gone there some time *before* (*before* the time referred to). I went there *before* (*before* now).

"As a Conjunction of time it (*i.e. before*) is followed by a verb in some Present tense, even if the verb in the Principal clause is in the Future tense :— The crops *will die before* the rains *fall* or *have fallen." —Nesfield.* So also with *when* and *after* : *When* I *see* (not, *shall see*) him, I shall give him the message. I shall go there *after* you *come* (not, *will* come).

(336) **Except, excepting, except for, except that :** *Except* is a *preposition* meaning 'not including' ; as, All the boys *except* Ram went there.

Excepting is the participle of the verb *to except* and means 'leaving out', 'excluding'. *Excepting* is not interchangeable with *except* and is used in the negative only (= not excepting, *i.e.,* including). Thus : All boys, not *excepting* (= including) Ram, went there.

Except for is used to denote 'what is excluded is different from what is included'. It indicates an 'exception to a general condition'. Thus : All his sons are well established *except for* the youngest one.

Except that means 'apart from the fact that'. Thus : She is a good student *except that* she is sometimes careless.

EXERCISE 41

Put proper words in the blank spaces :—

(*a*) *At present, presently* :

1. I have no work on hand —.
2. What are you doing — ?
3. I shall go there —.
4. He will attend to you —.

(*b*) *Hard, hardly* :

1. He worked so — that his health broke down.
2. I can — bear the strain.
3. He has — any friend here.
4. I struggled — and have at last succeeded.
5. He beat me so — that I was almost dead.

(*c*) *In short, shortly* :

1. Give — an account of the excursion.
2. He will come here —.
3. Write — what you have to say.
4. — he is the hero of the day.

(*d*) *Late, lately* :

1. He came —.
2. He has — purchased a plot of land.
3. He has been ailing — .
4. He rises — in the morning.
5. The train arrived —.

(*e*) *Beside, besides* :

1. He sits — me in the class.
2. There is none — you to help me.
3. He was — himself with joy.
4. — money, he gave me a house also.
5. Your remark is — the point.

(*f*) *Except, excepting, except for, except that* :

1. Everyone was present — Amit and Rana.
2. All — Brown were affected by the measure.
3. This essay is fairly good — some careless mistakes.
4. All men, not — the king, are mortal.
5. I never go out — when my friends ask me.
6. All the boys did well in the examination — a few ones.
7. I knew nothing about his programme — he was likely to see Mr. Roy.

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(337) By, with : *By* denotes the *agent* or *doer* (যে করে তাহাকে বুঝায়) ; but *with* denotes the *instrument* or the *thing* with which something is done (যাহা দ্বারা করা হয় তাহা বুঝায়) : The work was done *by* me *with* my own hands.

(338) At, In : Both are used to denote *time* and *place*.

Expression of time :

(*a*) *At* is used to refer to a certain *moment* or *point of time* :

He will come *at* 4 p.m.
We got up *at* dawn and had breakfast *at* 8 o'clock.

Similarly :

at noon, *at* sunset, *at* midnight, *at* dinner time,
at bed-time, *at* the beginning.

(*b*) *At* is also used for festivals which mark *a point of time in the year* :

We have a holiday *at* Christmas/Dewali.

(*c*) *In* refers to a *space* or *period* of time : :

He will come *in* an hour/*in* a few minutes.
He ran the distance *in* three hours.

Similarly, *in* the summer, *in* September, *in* the year 1980, *in* the morning, *in* the evening.

I shall see you *at* 3 o'clock *in* the afternoon.
Cricket is played *in* the winter.

Expression of place :

(*a*) *At* refers to a *small* place, or a village ; *in* refers to a *large* place, a country, or district or a large city :

He lives *in* Kolkata (or *in* London.)
He lives *in* the U.S.A.
He lives *at* Jangipur *in* the district of Murshidabad.
The train arrives *in* Delhi *at* 5 o'clock.

(*b*) For *house and places of residence* :

in a bungalow, *in* a flat,
in a hotel, *in* a cottage, etc.
He lives *in* a flat.

At is used to denote a *specific one,* e.g.

at 12, Chowringhee Road.
at the Oberoi Grand.

In is used to refer to *names of streets* and *roads,* e.g.

in Rash Behari Avenue,
in Chowringhee Road.

He lives *at* 25, Rash Behari Avenue *in* Kolkata ; but, He lives *in* Rash Behari Avenue. He lives *in* a house *on* Rash Behari Avenue.

(*c*) For *places of work* :

In denotes the *kind of place,* e.g., *in* a bank, *in* an office, *in* a shop, etc.

At denotes a *specific building* or *commercial concern,* e.g.

at the G.P.O., *at* the Writers' Buildings, *at* the Tata Centre,
at the railway station, *at* the National Library.

For a particular department of a business, use *in*, e.g., He is employed *in* the Accounts Department *at* the G.P.O.

(339) **In, into :** *In* refers to *position* or *rest inside* something ; *into* refers to *motion* or *change of state* ; as :

There is no milk *in* the pot.
There was nobody *in* the room.
The girls ran *into* the hall.
The Ganga flows *into* the Bay of Bengal.
The ice melted *into* water.

(340) **Among, between :** *Between* is generally applied to *two* things ; as, 'There is a river *between* the opposing armies.' But "In expressing *mutual relation, 'between'* may correctly apply to *more than two,* as a treaty *between* six nations". "So also in *comparisons,* as, 'There is a great difference *between* New York, London and Paris.' 'Of the *five* following words each is given a single definition with a view merely to suggesting the natural relation *between these.' —MEU* under 'Time'. The preposition *among* is used primarily to mean, 'Surrounded by, or associated with, *more than two separate things.'* It is regularly followed by a plural or a collective noun. '*Among* his books are many late editions.' —*Weseen,* (See also *Current Eng. Usage* by F.T. Wood).

(341) **Since, for, from, ago : A. For** refers to a *space* of time (অল্প বা দীর্ঘ সময় যাবৎ বা ব্যাপিয়া) : **since** and **from** refer to a *point of time* (= কোন নির্দ্দিষ্ট সময় হইতে) ; but, while *since* refers only to a past point, *from* refers to a point of time in *all tenses* :

He has been here *for* a week. I have not seen you *for* many days. It is many days *since* I saw you last (= *since* the *point* of time that I saw you last). He has been here *since* Monday last. He began English *from* the age of ten (past). He begins English *from* today (present). He will begin English *from* tomorrow (future).

As adverbs, **since** and **ago** often mean the same thing. Thus, write either "I saw him long *ago* or long *since.*" Note that *long since* = long ago (not, for a long time).

If 'Ago' is used and the event to be dated is by a clause, it **should not be followed by the conjunction 'since',** but should have the conjunction **that.** It was ten years *ago that* (not *since*) he died. The alternative constructions are : It is ten years *since* he died. He died ten years *ago. Ago since* is tautological, because adverbially *since* = ago.

Note

Carefully guard against the use of *ago* and *since* together :

It is five years *ago since* he came here. (Incorrect).
He last came here five years *ago.* (Correct).
It is five years *since* he came here last. (Correct).

B. The **use of 'since'** in the different parts of speech :

(*i*) In an **Adverb,** it has two meanings :

(*a*) *From some past time up to now* (সেই সময় হইতে বর্তমান সময় পর্য্যন্ত) :

I met him three years ago and have known him ever *since.*
He said that he had been healthy *since.*
The price was high last year ; but it has came down *since.*
I was with him at school ; but have seen him only thrice *since.*

In this sense, *since* follows a verb in the *Present perfect* or *Past Perfect* Tense.

(*b*) *Ago* (পূর্বে) :

I saw him two months *since.* He died long *since.*

In this sense *since* follows a verb in the *Past Indefinite* Tense. **Modern writers prefer 'ago' to 'since' in this sense.**

(*ii*) As a **Preposition,** it means *from,* and is placed before a *noun* or a *phrase* denoting some *past point* of time, and is *preceded* by a verb in the *Perfect Tense* :

I *have been* ill *since* yesterday. He *has been* here *since* January last. They *have been* here *since* the 5th instant.

(*iii*) As a **Conjunction,** it means *from the time when* (যখন কিছু হইয়াছিল সেই সময় হইতে), and is *followed* by a clause with a verb in the *Past Indefinite* and *preceded* by a verb in the *Present Indefinite* or *Present Perfect* :

I *have been* ill *since* you *saw* me last. It *is* a month *since* I *saw* you last. They *have been* absent *since* you *left* the place.

(342) From, of :

Wine is made *from* grapes.
Steel is made *from* iron ores.

Here the material has lost its original composition in the process of manufacture.

The table is made *of* wood.
The bridge is made *of* steel.

Here the material remains unchanged in the process of manufacture.

EXERCISE 42

Fill in the blanks :—

1. He was digging the earth — a spade, when he was bitten — a snake.
2. The planet may be seen — the naked eye.
3. The ox was tied to the pole — a rope.
4. He stuck me — a stick.
5. He was struck — lightning.
6. His throat was cut off — a razor — the murderer.
7. He died — his own hand.
8. The prize is to be divided — these two boys.
9. The property will be divided — four brothers.
10. Wait — an hour.
11. He has been doing it — 1920.
12. He has been doing it — his infancy.
13. He has been living here — a long time.
14. I have been ill — Monday last.
15. The doll is made — plastic.
16. Threads are made — cottons.

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(343) **For, before :** *For* is used in negative sentences to denote a space of *future* time, while *before* is used in both affirmative and negative sentences, to denote a *point* of time, *past, present,* or *future ;* as, —'The moon will not rise *for* five days', but, 'The moon will not rise (or did not rise) *before* midnight.' 'He came (or, will come) *before* dawn.'

(344) **After, in, within, at, by : After** refers to a *past space* of time, while **in** ('পরে' অর্থে) refers to a *future space* of time. Thus, we cannot say, 'He will come *after* a few days', 'He died *in* a few days.' —The correct sentences will be, 'He will come *in* (পরে আসিবে) a few days,' and 'He died *after* a few days,' respectively. To denote a *point* of time, *after* is used with *all* tenses ; as 'He will come or comes or came *after* 5 o'clock'.

Within also refers to a *space of future* time ; but, whereas **in** denotes *at the end of* (শেষে), **within** denotes *some time before the end of* (মধ্যে). I shall go *in* a week = after a week has ended. I shall go *within* a week = before a week has ended.

At refers to a definite *point* of time ; as, 'He came *at* noon.'

By refers to a *point of future* time and means 'some time *before* that.' "It is used to denote the latest time by which something was or is to be done. The implication is that it may be done before then, but not after." : as, 'You must be back *by* 5 o'clock.' Applications for the post should be received *by* 25th April.

We reached the place *in* the same time = we took the same period of time (say, 5 hours) to reach the place ; we might have started, and arrived at the destination, at different hours.

We reached the place *at* the same time = say 5 o'clock ; we might have started at different hours.

We reached the place *within* the same time = say, 5 hours ; it may be, one took 3 hours, another 4 hours, etc.

We reached the place *by* the same time = say, 5 o'clock, a little earlier, at a short interval from one another.

(345) **Until, unless :** Both of these convey a *negative* sense (= যতক্ষণ না, যদি না), and should not be used with 'not' to express an affirmative idea. Thus, we write, 'Wait here *until* I come' (not, *until* I do *not* come). Similarly, for '*Unless* you do *not* work hard, you will fail', write either '*Unless* you work hard etc.' or 'If you *do not* work hard etc.'

EXERCISE 43

Fill in the blanks :—

1. Come here — 5 o'clock.
2. He will go — three days.
3. He went — three days.
4. I shall not go — three days.
5. The school shall not open — a month more.
6. I came — five days.
7. The train will not arrive — 1 o'clock.
8. He will not arrive — a month.
9. He will not arrive — Monday next.
10. He could not finish the work — three days.
11. He finished the work — a month.
12. He will not be able to finish the work — three days.
13. I shall not be able to finish the work — evening.
14. Will you come — Monday?
15. He came — a week.
16. You may expect me — a week.
17. I shall certainly finish the work — a month.
18. I am ready to go — two hours.

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CHAPTER XXVIII

USE OF SOME WORDS AND PHRASES

(346) (*a*) **But**

(*i*) A *Preposition* (in the sense of *except*) :

All had left *but* me. I cannot *but* go ('to go' is the object). *But* for you, I would have been ruined (here the phrase 'for you' is the object of the preposition). He is *all but* ruined (here the gerund '*being* ruined', or the clause '*that he is* ruined' is the object of the preposition).

(*ii*) An *Adverb* (in the sense of *only*) :

He is *but* a child. He came *but* yesterday. We can *but* die.

(*iii*) A *Relative Pronoun* (*who not* or *that not*) :

There is none *but* wishes (= *who does not wish*) to be happy.

(*iv*) A *Subordinating Conjunction* (in the sense of unless, *if—not, that—not, except that,* etc.) :

It never rains *but* (= except that) it pours. Perdition catch my soul *but* I love thee (*if* I do *not* love thee). It cannot be *but* (*except that*) you are right.

(*v*) As a *Co-ordinating Conjunction* :

He is rich, *but* unhappy. He is poor, *but* honest.

Note

Usages like *"All but he had fled"* are due to a confusion of the use of *but* as a conjunction and as a preposition, *i.e.,* of (1) 'All had fled *but* him.' and (2) 'All had fled *but* he had not.' The Oxford Dictionary, however, defends the construction by saying that *but* is a conjunction here = all had fled, *but* he *had not;* or all, *if* not he, had fled (*but* = if not). "Usage, however, permits the nominative (after *but*) when it is immediately followed by a verb to which it appears to be (though actually it is not) the subject, so that an accusative would sound strange, e.g., Everyone *but* she knew the answer' ; The boy stood on the burning deck whence all *but* he had fled." —*Current English Usage* by F.T. Wood.

(*b*) **As**

(*i*) A *Relative Pronoun* :

This is the same book *as* that (*as* that is, *as* being complement to is). I want such boys *as* have passed. He gave the same answer *as* before (= *as* he gave before, *as* being the object of *gave*). This is not true, *as* (= a thing which) I said before. I am not such a fool *as* to believe that (*as* I should be etc. *as* being complement to *should be*).

(*ii*) A *Simple Adverb* :

Come here *as* soon as possible. He is *as* strong as Ram.

(*iii*) A *Dependent (Conjunctive or Relative) Adverb* :

He wept *as* (= while) he spoke. Do *as* (manner) you like. He took it just *as* (condition) it was. Come as soon *as* possible (*as* it is possible for you to come). I am not so clever *as* you. *As* a friend (= so far as I am a friend, or as a friend would advise you), I advise you to do this. I love him *as* (= *as* I love) my son. *As* a rule (*as* if it were a rule), he comes late. Be so good *as* (= as you should be good) to help me. He did not succeed *as* a poet (= *as* a poet would succeed, or so far as he is a poet). What is your intention, *as* (it) regards me ?

(*iv*) A *Conjunction* :

As (= since) he is poor he cannot do this. Poor *as* (= though) he is, he can do this.

(*c*) **As best**—We sometimes come across sentences like 'He worked *as best as* he could.' 'I shall help you *as best as* I can'. But both are wrong. *Best* cannot admit of any comparison, being itself in the superlative degree. The correct forms will be :

He worked *as best* he could (= *as* he could *do best*).
I shall help you *as best* I can.

(*d*) **Due to**—"Unlike *owing to, due to* has never become a compound preposition, that is, *due* retains its adjectival function and must be properly related to the noun or pronoun it qualifies." (*A.B.C. of Eng. Usage*). Hence 'I could not come *due* to illness' is wrong because *due* does not qualify any noun here. We should write instead, 'I could not come *on account of* or *owing to illness.*' The following sentences, however, are correct :—

His illness was *due* to exposure to cold.
The accident was *due* to his carelessness.

because *due* is related adjectivally to *illness* and *accident* respectively.

Note

Students may remember that a sentence must never begin with the expression *'due to'*.

But "Fowler, remarking that the prepositional use of *due to* was now as common as can be, said : 'Perhaps idiom will beat the illiterates ; perhaps the illiterates will beat idiom ; our grandsons will know.' Now that this construction can be found in *The Times,* and is freely used by *BBC* announcers it seems clear that idiom is fighting a losing battle." — *The Complete Plain Word* by Gowers.

(*e*) **Doubt**—"The clause after *doubt* in the positive is introduced by *whether,* not by *that* : 'I doubt *whether* Easter will be fine' ... But after *doubt* in the negative or interrogative, the conjunction is *that* : 'I do not doubt *that* ... Who doubts *that* ... ?"

"... *About* and *as to* cannot govern a clause but may govern a noun or gerund after *doubt* : 'There is a *doubt as to* his sanity, his going' : 'There is no *doubt about* it,' but not, 'There is a doubt *about whether* he is sane' ; 'There is no doubt *as to that* it is so". —*A.B.C. of English Usage.*

(*f*) **Other**—is generally followed by *than* : I have no friend *other than* you. But both *POD* and *COD* have under *none* : 'This is none *other but* the house of God.' Nesfield uses *besides* also after *other* in the sense of 'in addition to' ; 'No *other* person *besides* my friend applied'.

In other than, rather than, *than* is a preposition, not a conjunction—Nesfield (pp. 268, 274).

(*g*) **Write me, write to me**—An indirect object is used after *write* only if there is a direct object; but the direct object may be used without an indirect. If a direct object is wanting, use *to* before the person written to, Thus—

I wrote you a letter; I wrote a letter; I wrote to you are all correct, but not *I wrote you*, which may pass only in business letters.

(*h*) **Prevent**—"The modern constructions are (*i*) *prevent* (transitive) noun *from* and gerund: 'I *prevented* him *from* troubling you.' (*ii*) prevent with a noun or gerund as object: 'His decision will *prevent argument.*' 'I shall try to *prevent* his *coming.*' The construction, 'Prevent *him* coming, doing etc.' is common in colloquial English, and is noted as 'popular' in O.E.D. But grammar demands the possessive qualifying the gerund." —*A.B.C. of English Usage.* Where, however, the possessive form is not allowable, the objective form is freely used: I shall *prevent* the *letter* being sent (= the sending of the letter).

(*i*) **Worth while**—*'Is worth'* demands an object, and *while*, as a noun (= time) acts as this object in certain expressions. The question now arises, when does *worth* require *while*, and when is it able to stand alone? The simple answer is that it requires *while* only when it has no other object, and does not require *while* when it has another object. Of the following sentences, those italicised are wrong—*A.B.C. of English Usage.*:

(*i*) That was worth doing.

(*ii*) *That was worth while doing,* (*doing* is object; *while* is, therefore, superfluous).

(*iii*) *It is worth doing the extra work,* (*doing* is not the object, but the real subject, of the sentence, the *it* being anticipatory— 'Doing the extra work was worth while.' So, *while* must be introduced as object).

(*j*) **i.e., e.g., viz.,**—should not be confounded: *i.e.,* (id est) = that is to say; *e.g.,* (exempli gratia) = for instance; *viz.,* (videlicet) = namely. The first introduces another way, more comprehensible to the hearer, of putting what has already been said: it does not introduce an example, which is the function of *e.g.,* Thus,

Be careful of your stops, *viz.,* commas, semi-colons, etc. Be careful of your stops, *i.e.,* the way in which you use commas, semi-colons, etc. Admission will be by tickets only., *i.e.,* only those who will be able to produce admission tickets will be allowed to enter. The nations of the present day are interdependent, *e.g.,* English has to depend on India for some raw materials and India has to depend on England for some finished products. They have got many new rights, *e.g.,* they can form public associations, everybody has freedom of public worship, etc. He provides me with all the necessaries of life, *viz.,* milk, bread, clothing, shelter, etc. There were only three men present there, *viz.,* Ramesh and his two brothers.

(*k*) **Provided**—"A clause introduced by *provided* must express a stipulation (*i.e.,* a demand for the *prior* fulfilment of a condition) made by the person who in the main sentence gives a conditional undertaking or vouches conditionally for a fact." (*Modern English Usage*): I shall go there *provided* the weather is fine. The following sentences are all wrong:

"When will the War Council at the capital decide *provided* the war is to continue?" "She and I agreed to stand by each other and to give our governors warning, *provided* they tried to make us renegades."

"*Provided that* should not be used in writing, though the construction is by no means uncommon in colloquial and in business English."

(*l*) **Writing of numericals**—(a) 'When writing in words or reading a compound figure, **and** is placed before the last word'. As,

2,512—two thousand, five hundred *and* twelve.
10,050—ten thousand *and* fifty.
157—one hundread *and* fifty seven.
5,302—five thousand, three hundred *and* two.

It is "more usual to write *a* than *one* before *hundred, thousand,* etc. when these numbers stand alone but when other numbers are added *one* is more usual."

100—*a* hundred. 106—*one/a* hundred and six.
1,000—*a* thousand. 1,121—*one* thousand, one hundred and twenty one.

Note the writing of *sums of money*:

Rs. 1,125.60—Rupees one thousand, one hundred *and* twenty five paise sixty.
Rs. 10.50—Ten rupees fifty paise.

(*m*) **A foot and a half, one and a half feet, etc. :**—In all such mixed statements of integers and fractions ($7\frac{1}{4}$ mill., 3 doz., $27\frac{1}{2}$ lb., etc.), *Modern English Usage* prefers "the older and better form"—*a foot and a half, seven millions and a quarter, etc., to one and a half feet, seven and a quarter millions,* etc., in all literary contexts. **After *one and a half,* use a *plural* noun and a *singular* verb :** one and a half *lemons was* enough.

CHAPTER XXIX

SAME WORDS USED AS DIFFERENT PARTS OF SPEECH

(347)

About :

Adv. : He is walking *about.*
Prep. : What do you know *about* him ?

Above :

Noun : I look for help from *above.*
Adj. : Give the substance of the *above* passage.
Adv. : Look *above.*
Prep. : He is *above* meanness.

After :

Adj. : His *after* life was miserable.
Adv. : He came soon *after.*
Prep. : There is none to look *after* me here.
Conj. : He went *after* we had left.

All :[1]

Noun : I have lost my *all. All* is lost. —*COD.*
Adj. : *All* men must die.
Pron. : *All* of us know it. Are you *all* ready ? —*POD*
Adv. : He came *all* on a sudden.

Any :

Noun : Point out the errors if there be *any.*
Adj. : *Any* pen will do.
Adv. : I cannot bear this *any* longer.

[1]But *COD* treats *All* only as "adj., n. & adv." and gives "all of us" as an example of the use of *all* as a *noun.*

As :

Rel. Pron. : This is the same book *as* that.
Simple Adv. : Come *as* soon as you can.
Conj. : *As* I am ill I cannot go.

Back :

Noun : He struck me on the *back*.
Adj. : He escaped by the *back* door.
Verb : He *backed* me in the trial.
Adv. : Come *back* as soon as possible.

Before :

Adv. : I saw him once *before*.
Prep. : He stood *before* me.
Conj. : Look *before* you leap.

Better :

Noun : Respect your *betters*.
Adj. : He is a *better* singer than I.
Adv. : He knows English *better* than I.
Verb : Try to *better* your lot.

Both :

Adj. : *Both* the boys must be guilty.
Pron. : *Both* of them were present. *Both* were present.
Adv. : She is *both* dead and buried. —*POD* & *COD*.
Conj. : *Both* he and Ram must be guilty.[1]

But :

Rel. Pron. : There was none *but* shed tears.
Adv. : You are *but* (= only) a child.
Prep. : None *but* him was present there.
Co-ord. Conj. : He is poor *but* honest.
Sub-ord. Conj. : It never rains *but* it pours.
Verb. : *But* me no buts.
Noun : But me no *buts*.

By :

Adj. : His action surprised the *by*-standers.
Adv. : The train has passed *by*.
Prep. : Sit *by* me.

Close :

Noun : The ceremony came to a *close*.
Adj. : He is a *close* friend of mine.
Verb : The school *closes* at 4 p.m.
Adv. : Our examination is *close* at hand.

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[1]Here too *COD* & *POD* treat *both* as an adv. Chambers puts it as *adv.* or *conj.* See *either* and *neither*.

Down :

Noun : He has had ups and *downs* in life. He sleeps on a bed of *down* (feather).
Adj. : The *down* train is coming.
Adv. : The sun has gone *down*.
Prep. : The boat is sailing *down* the river.

Either :

Adj. : There are trees on *either* side of the street.
Pron. : *Either* of the pencils will do. *Either* will do.
Conj. : *Either* you or your brother should go. *Either* come in or go out.[1]

Enough :

Noun : We have had *enough* of everything.
Adj. : I have money *enough* for the purpose.
Adv. : He is strong *enough* to walk.

Fast :

Noun : A well-timed *fast* is better than a cure.
Adj. : He is my *fast* friend.
Verb : He *fasts* every Sunday.
Adv. : Don't run so *fast*.

Few :

Noun : A *few* of his friends were present there.
Adj. : There are *few* men here.
Pron. : *Few* know where he is.

Note

POD and COD, however, do not treat *few* as a *Pronoun,* and regard it in the third example as a *noun*.

Half :

Noun : The *half* of ten is five—*POD*.
Adj. : We shall have a *half*-holiday today.
Adj. : He was *half* dead with fear.

Last :

Noun : He will fight to the *last*.
Adj. : I shall go by the *last* train.
Verb : It will *last* long.
Adv. : He came *last*.

Less :

Adj. : I want *less* sugar.
Pron. : I cannot take *less*.—*POD*.

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[1]The *POD* and *COD* treat *either* in such cases as "conjunction or adverb." See *both* and *neither* also.

Adv. : He is *less* clever than his brother.
Prep. : Pay me the price *less* the usual discount.

Like :

Noun : *Like* begets *like.* I have not seen the *like* of him.
Adj. with a Prep. force : Men *like* him are rare.
Adj. : *Like* (similar) forces repel each other.
Adv. : He seemed angry *like—POD.*
Verb : I do not *like* him.
Prep. : Do not talk *like* that—*POD.*

Little :

[1]*Noun* : I got *little* of his company. Wait a *little.*
Adj. : He is a *little* boy.
Adv. : He is *little* liked by the people.

Long :

Noun : He will come before *long.*
Adj. : It is a *long* story.
Verb : Boys *long* for holidays.
Adv. : I cannot wait *long.*

Many :

Noun : A great *many* stayed away. [2]*—POD.*
Adj. : I have *many* friends.
Pron. : *Many* have seen the sight.

More :

Adj. : I want *more* money.
Pron. : I hope to see *more* of you. *—POD*
Adv. : Be *more* careful.

Much :

Adj. : The news gives me *much* pleasure.
Pron. : Too *much* of anything is bad.
Adv. : It will not harm me *much.*

Near :

Adj. : He is a *near* relation of mine.
Verb : The ship is *nearing* the shore.
Adv. : Come *near.*
Prep. : I saw the man *near* the station.

Need :

Noun : I am in *need* of your advice.
Verb : I *need* your help.
Adv. : He must *needs* go there.

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[1]The *POD* writes "noun or pronoun" for *little* in such cases.
[2]The POD treats *many* as a *noun* only when it is preceded by *a good* or *a great.*

[1]Neither :

Adj. : *Neither* report is true.
Pron. : *Neither* of the report is true.
Adv. : *Neither* I nor he knows (*COD*).
Conj. : I know not, *neither* can I guess (*COD*).

Next :

Noun : Details will be given in my *next.*
Adj. : He came the *next* day.
Adv. : He came *next.*
Prep. : He sat *next* (also, *next* to) me in the class.

One :

Noun : I am at *one* with you.
Adj. : Give me *one* rupee.
Pron. : *One* should obey one's parents.

Only :

Adj. : He was the *only* son of his father.
Adv. : He can *only* read.
Conj. : You may go there, *only* remain silent.

Past :

Noun : I cannot forget the *past.*
Adj. : My *past* life was miserable.
Adv. : I saw him hasten *past.*
Prep. : It is half *past* three now.

Right :

Noun : You have no *right* to do it.
Adj. : Show me your *right* hand.
Verb : I shall *right* the wrong.
Adv, : He walked *right* across the garden.

Round :

Noun : The watchman is on his *rounds.*
Adj. : Draw a *round* figure.
Verb : Who *rounded* the Cape of Good Hope ?
Adv. : The earth moves *round* and *round.*
Prep. : Drake sailed *round* the world.

Since :

Adv. : He died two weeks *since.*
Prep. : He has been ill *since* that day.
Conj. : *Since* you are ill you need not go.

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[1]See also *both* and *either.*

So :

Pron. : *So* and *so* told me this. I said *so.*
Adv. : I am *so* glad you have passed.
Conj. : He was ill, *so* he could not go.
Interj. : A little to the right, *so* ! —*POD.*

Some :

Pron. : *Some* of them were present there.
Adj. : Give me *some* milk.
Adv. : *Some* fifty men were present there.

Still :

Noun : The thief came in the *still* of night.
Adj. : The night is *still.*
Verb : *Still* the child.
Adv. : He is *still* there.
Conj. : He was weak, *still* he went.

That :

Adj. : Who is *that* boy ?
Rel. Pron. : The books *that* I bought have been stolen.
Dem. Pron. : *That* is just what I want.
Adv. : I will go *that* far.[1] —*POD.*
Rel. Adv. : It was yesterday *that* we came.
Conj. : He told me *that* he was ill.

Then :

Noun : I shall be ready by *then.*
Adj. : The *then* Governor approved the bill.
Adv. : He came to me *then.*
Conj. : If you are ill, *then* you may go.[2]

Up :

Noun : He had *ups* and downs in life.
Adj. : The *up*-train is coming.
Adv. : The sun is *up.*
Prep. : He went *up* the hill.

Well :

Noun : Let *well* alone. A *well* was dug there.
Adj. : I am quite *well.*
Adv. : You have done *well.*
Interj. : *Well*, what do you want ?

What :

Int. Pron. : *What* is your name ?
Rel. Pron. : That is just *what* I want.

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[1] *MEU* condemns the adverbial use of *that* as "unliterary."

[2] The *POD* regards *then* even in such a case as an *adverb* ; it does not treat it as a conjunction. But *COD* differs.

Int. Adj. : *What* book do you like best ?
Adv. : *What* (= partly) with illness and *what* with poverty, he could not continue his studies.
Interj. : *What* ! can this be true ?

While :

Noun : I worked for a *while.*
Verb : Do not *while* away your time.
Conj. : *While* I was reading, I fell asleep. —*POD.*

Worth :

Noun : He is a man of no *worth.*
Adj. with a Prep. force : This house is *worth* a large sum.

Wrong :

Noun : He has done no *wrong.*
Adj. : You have followed the *wrong* path.
Verb : You have *wronged* me.
Adv. : He led me *wrong.*

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CHAPTER XXX

APPROPRIATE PREPOSITIONS

348 Certain words take particular prepositions after them. This is a matter of idiom. In a few cases the usage varies. Still students should carefully note the generally accepted usage. A few examples are given below :—

ABHORRENCE (ঘৃণা) *of,* ABHORRENT *to* – He has an abhorrence (hatred) *of* wine. Wine is abhorrent *to* me.

ABIDE *by* (মেনে চলা), *with* (a person), *in, at* (a place)—I shall abide *by* your decision. Abide (dwell, পাশে থাকা) *with* me, O Lord. I shall not abide (বাস করা) long *in* Calcutta, or *at* Bankura.

ABOUND (প্রচুর হওয়া) *in* (used before both the *container* and the *contained*), *with* (used before the *contained* only)— Wild animals abound *in* Indian forests. Indian forests abound *with* wild animals (or, *in* good timber).[1]

ABREAST *of, with*—Read newspapers to keep abreast *of* or *with* (পিছাইয়া পড়িয়া নাই এমন ভাবে) the latest developments.

ABSENT *from* (a place)—He was absent *from* the meeting.

ABSOLVE (মুক্ত করা) (one) *from* (blame), *of* (sin)—I absolve you *from* blame. The priest absolved him *of* sin. (*POD* & *COD*).

[1]Modern usage confines *abound in* and *abound with* to the two distinct senses of "be rich in" and "be infested with" respectively : *vide POD.*

ABSORBED *in*—He is absorbed *in* thought (deeply engaged, নিমগ্ন).

ABSTAIN *from* (বিরত হওয়া) —I shall abstain *from* smoking.

ABUT *on* (একই সীমায় মেশা) —The building abuts *on* the temple.

ACCEDE to—I cannot accede (agree, সম্মত হওয়া) *to* your request.

ACCESS *to*—We have free access *to* him (right of approaching, নিকটে যাবার অধিকার).

ACCESSIBLE *to*—He is accessible *to* all (অভিগম্য).

ACCEPTABLE *to*—Your offer is acceptable (গ্রহণযোগ্য) *to* me.

ACCLIMATIZE *to*—They will need some time to get acclimatized *to* the new surroundings.

ACCOMMODATE (one) *with* (a loan), (one-self) *to* (circumstances)—He accommodated (সাহায্য করিয়াছিল) me *with* a loan. We should accommodate (খাপ খাওয়াইব) ourselves *to* circumstances.

ACCOMPANIED (সঙ্গী হওয়া) *by* (a person), *with* (a thing)—I was accompanied there *by* my friend. He is suffering from fever accompanied (combined) *with* headache.

ACCOMPLISHED *in* (পারদর্শী) — The girl is accomplished *in* dancing.

ACCORD *to, with*—They accorded (gave) a grand reception *to* the leader. Your story accords (agrees) *with* his.

ACCORDING *to* ; (In) ACCORDANCE *with*—According *to* (or, In accordance *with*) your orders I went there (অনুসারে).

ACCOUNT (verb) *for*; ACCOUNTABLE (responsible, দায়ী) *to* (a person) *for* (an action)—I have to account (হিসাব দেওয়া) *for* this money. We are accountable (responsible) *to* God *for* our deeds.

ACCRUE (fall) *to* (one), *from* (a thing)—Great benefit will accrue (জন্মিবে) *to* the country *from* the measure.

ACCUSED *of*—He was accused *of* theft.

ACCUSTOMED *to*—I am accustomed (used, অভ্যস্ত) *to* such a life.

ACQUAINTED *with*—I am acquainted (পরিচিত) *with* him.

ACQUIESCE *in*—He acquiesced *in* (agreed to, রাজী হওয়া) the proposal.

ACQUIT (one) *of*—I acquit (খালাস দেওয়া) you *of* the charge.

ADAPTED *to* (one's ability), *for* (a purpose), *from* (the original)—This work is not adapted *to* (fit for) my abilities. This story is adapted *for* school boys *from* a story of Rabindranath (উপযোগী করিয়া পুনর্লিখিত).

ADD *to*—Add this *to* that.

ADDITION *to* ; (In) ADDITION *to* —There has been an addition *to* (সংযোজন, অতিরিক্ত যোগ) the family. During my absence, he will look after my job in addition *to* (অতিরিক্ত) his own duties.

ADDICTED *to*—He is addicted (আসক্ত) *to* wine.

ADEPT *in*—He is adept (proficient, দক্ষ) *in* music.

ADEQUATE *to*—This amount is adequate *to* (sufficient, পর্য্যাপ্ত) our wants.

ADHERE *to*—I still adhere (stick, লাগিয়া থাকা) *to* my plan.

ADJACENT *to*—His house is adjacent (close, সংলগ্ন) *to* mine.

ADJOURNED *to, for*—The meeting was adjourned (put off, মুলতুবী রহিল) *to* Sunday next (or *for* a week).

ADMIT *of* (excuse)—Your conduct admits *of* no excuse.

Note

Admit is followed by *of* only when it has an impersonal subject (*i.e., it* or an abstract noun). But when the subject is personal, *admit* is not followed by *of*: I *admit* being in the wrong.

ADMIT (one) *to, into* (a place, class, etc.)—He was admitted *into* the room. He was admitted *to* class VIII.

(To take) ADVANTAGE *of,* (to gain) ADVANTAGE *over*—He took advantage *of* (সুযোগ লইল) my absence to steal my book. He gained advantage *over* me in the race.

ADVANTAGEOUS *to*—The new rule is advantageous *to* us.

ADVERSE *to*—Your plan is adverse (against, প্রতিকূল) *to* our interests.

AFFECTION *for, towards* (*POD*) ; AFFECTIONATE *to, towards*—He has affection *for* or *towards* me. He is affectionate *to* or *towards* me.

AFFINITY *between* (two things), *of* (one thing) *for* (another), *to, for*—There is an affinity *between* the two languages. The affinity *of* milk *for* water poses a problem. I feel a strong affinity *to* or *for* him.

AFFIX *to, on* (*COD*)—Affix this stamp *to* or *on* the letter (attach, এঁটে দেওয়া).

AFFLICTED *with* (a disease), *at*—He is afflicted *with* (suffering from) gout. She is afflicted (ক্লিষ্ট) *at* the death of her son.

AFRAID *of*—I am afraid *of* him. He is afraid *of* doing this.[1]

AGOG *with*—The boys were agog *with* excitement at the start of the match.

AGREE *with* (a person), *on* (a point), *to* (a proposal)—I agree *with* you *on* this point. "I agree *with* what you say" (*POD*). I agree *to* your proposal.

AGREEABLE *to*—The climate of this place is agreeable *to* me.

AHEAD *of*—He reached here much ahead *of* the scheduled time. The boy soon got ahead *of* others in the race.

AIM *at*—He aimed *at* the flying bird.

AKIN *to*—My feeling for him is akin *to* (সমজাতীয়) pity.

ALARMED *at, by, for*—We are alarmed (ভীত) *at* (or, *by*) the news. He is alarmed *for* my safety.

ALIEN (foreign, বিদেশী, স্বভাববিরোধী) *to*[2], ALIENATED *from*—Such rudeness is alien *to* his nature. He has been alienated (separated, বিচ্ছিন্ন) *from* his friend.

ALIGHT *from* (a vehicle), *at, on*—He alighted *from* the car *at* the park. The bird alighted *on* the house top.

ALIGN *with*—The people aligned *with* (extended close co-operation) the police to fight the dacoits.

ALIVE *to, with*—I am alive *to* (conscious of, সজাগ) my danger. "The river is alive *with* boats" (*POD*).

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[1] Also 'afraid *to* wake him.'—*POD*.

[2] Also *from* (*POD*). "But *to* is getting the upper hand."—(*MEU*).

ALLEGIANCE *to*—You must show allegiance (loyalty, আনুগত্য) *to* your leader.

ALLIANCE (মিত্রতা) *or* ALLIED *with*, ALLIED *to*—England has formed an alliance *with* [or, is allied *with* (united with, মিত্রতাবদ্ধ)] France. The thing is allied *to* (of the same nature as, একজাতীয়) that.

ALLOCATE *to*—The money was allocated *to* the club for social work.

ALLOT *to*—Fifty shares were allotted *to* (assigned, বিলি করা) me.

ALLUDE *to*—He alluded (referred, উল্লেখ করিল) *to* the story in the speech.

ALOOF *from*—Keep aloof (away) *from* such friends.

ALTERNATE *with* ; ALTERNATIVE *to*—Light alternates *with* darkness (পর্য্যায়ক্রমে ঘটে). This question is alternative *to* (পরিবর্তে) that.

AMATEUR *at* (অপুষ্ট, অপেশাদার)—He is an amateur *at* painting.

AMAZED *at*—I am amazed (overwhelmed with wonder, বিস্মিত) *at* your conduct.

AMBITION *for* ; AMBITIOUS *of*—I have no ambition (উচ্চাকঙ্ক্ষা) *for* fame. I am not ambitious *of* fame.

AMENABLE *to*—He is not amenable (বশ্য) *to* reason.

AMOUNT *to*—What does the total amount *to* ?

AMUSED *at, by, with* (*POD*)—I am amused (কৌতুক বোধ করিতেছি) *at* or *by* or *with* your story.

ANALOGY *to* or *with* (something), *between* (two things) ; ANALOGOUS *with*—The teacher explained the mechanism of the human heart by drawing an analogy *to* or *with* the pump. 'The teacher drew an analogy *between* the human heart and a pump.' The mechanism of the nervous system of the body is in a way analogous *with* the mechanism of a telephone exchange.

ANGRY *with* (a person) *for* (having done something), *at, about* (a thing)—He is angry *with* me *for* my having done this. He is angry *at* or *about* my failure.

ANNEX *to*—Annex this slip *to* the letter (add, সংযোজিত করা).

ANNOYED (displeased, বিরক্ত) *with* (a person) *for* (doing something) ; *at* (a thing)—He was annoyed *with* me *for* my going there. He was annoyed *at* my conduct.

ANSWER (verb) *to, for* (one's conduct)—Answer *to* (reply or respond to) the roll-call. This place answers *to* (agree with, মিলে যায়) the description given in the book. You must answer *for* (explain, কৈফিয়ৎ দেওয়া) your conduct.[1]

ANSWER (noun) *to* (not *of*) (উত্তরে) ; (In) ANSWER *to* (উত্তরে) —The answer *to* the question is very simple. I said this in answer *to* his query.

ANSWERABLE *to* (somebody) *for* (something) (দায়ী, কৈফিয়ৎ দিতে বাধ্য)—You are answerable *to* the teacher *for* your conduct.

ANTECEDENT (adj.) *to*, (noun) *of*—Happenings antecedent *to* (পূর্ববর্তী) his disappearance are being examined. The antecedents (পূর্ব পরিচয়) *of* the person are not known to me.

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[1] *Answer* is also transitive : 'Answer *me*'.

ANTIDOTE (প্রতিষেধক) *to*—What is the antidote (medicine to counteract) *to* this poison? (Also *against, for*) (*POD*) & (*COD*).

ANTIPATHY *to, against* (*COD*)—I have an antipathy (strong dislike) *to* smoking, but not *against* or *to* him.

ANXIOUS *about, for*—I am anxious (uneasy) *about* the result. I am anxious *for* (earnestly desirous of) the prize.

APATHY *towards*—He has a great apathy *towards* his studies.

APOLOGISE (ক্ষমা চাওয়া) *to* (a person) *for* (rudeness)—You must appologise *to* him *for* your conduct.

APPEAL *to* (a person) *for* (redress) *against* (a decision)—I appealed *to* him *for* help. I shall appeal *against* your decision.

APPEND *to*—A certificate from the Headmaster is appended *to* the application.

APPENDIX *to*—Please look at the appendix *to* the main chapter.

APPETITE *for*—I have no appetite (hunger) *for* food.

APPLICABLE *to* (প্রযোজ্য) —Is the rule applicable *to* your case?

APPLY *to* (a person) *for* (a post)—I applied *to* him *for* the post.

APPOINT *to* (a post)—He was appointed *to* the post.

APPOSITION *to* (Wood), *with* (*MEU* under *each*)—This clause is in apposition *to* or *with* that clause.

APPREHENSIVE *of*—I am apprehensive (fearful, ভীত) *of* failure.

APPRISED *of*—We were duly apprised (informed, জ্ঞাত হওয়া) *of* the event.

APPROPRIATE *to*—Your remark is not appropriate *to* (fitting, প্রযোজ্য) the occasion.

APPROVE *of*—I approve *of* your action (অনুমোদন করা).[1]

APT *in, at*—He is apt (clever) *in* mathematics, or *at* (quick) figures. (*COD* has only *at* after the word).

APTITUDE *for*—I have no aptitude (talent, স্বাভাবিক দক্ষতা) *for* music.

ARGUE *with* (a person), *about* or *over* (something), *against* or *for* (something)—I do not want to argue *with* you *about* (or *over*) the decision. He argued *against* (or *for*) the bill.

ARRIVE *at* (সিদ্ধান্তে আসা)—Ultimately they arrived *at* a conclusion.

ASCRIBE *to*—Don't ascribe (আরোপ করা) any motive *to* my action.

ASHAMED *of*—I am ashamed (লজ্জিত) *of* your conduct.

ASK (a thing) *of* (a person)—He asked a loan *of* me.[2]

ASK (a person) *for* (a thing)—He asked me *for* a loan.

ASK (খোঁজ করা) *about, after*—He asked *about* or *after* you.

ASPIRE (আকাঙ্খা করা) *after* or *to* (*POD*)—I do not aspire *after* or *to* a high post (desire something high).

ASPIRANT *to*—My friend is an aspirant *to* the post of the Principal.

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[1] Also *approve* your action (without *of*).

[2] According to McMordie "We ask a thing *from* a person. Ask *of* is an old form, no longer in use." But this form is given in *POD* & *COD*.

ASPIRATION *for, after*—I have no aspiration *for* (or *after*) riches.

ASSENT *to*—I assented (consented, রাজী হইলাম) *to* the proposal.

ASSIGN *to*—He assigned (নির্দ্দিষ্ট করে দিল) the task *to* me.

ASSIST *in* (সাহায্য করা)—I assisted him *in* his duties.

ASSOCIATED *with* (a perosn) *in* (a business)—He was associated *with* you *in* the plot (জড়িত).

ASSURE (নিশ্চিত করা) (one) *of*—He assured me *of* his help.

ASTONISHED *at*—I was astonished (বিস্মিত) *at* your courage.

ATONE *for*—You must atone *for* (make amends, প্রায়শ্চিত্ত করা) your sin.

ATTACH *to* ; (be) ATTACHED *to*—Attach this slip *to* the letter (জুড়ে দাও). She is deeply attached *to* her younger brother (be bound to by love or affection, আসক্ত, অনুরক্ত).

ATTACHMENT (আসক্তি, অনুরাগ) *for*—I have an attachment *for* the children of the school.

ATTACKED *by* (a person), *with* (fever)—He was attacked *by* robbers on the way. He has been attacked *with* fever.

ATTAIN *to*—He attained *to* (reached) greatness by dint of perseverance. (Also without *to*).

ATTEND *to, upon, at*—Attend (listen) *to* your teacher. I attended *upon* (served, or looked after, সেবা করিয়াছিলাম) the patient. We attended (উপস্থিত ছিলাম) *at* the station for him (also without *at*).

ATTENDED *by* (a person), *with* (a thing)—He was attended *by* his servants. The task is attended *with* difficulty.

ATTRIBUTE (আরোপ করা) (a loss) *to* (a person)—He attributed the loss *to* me (held me responsible for it).

ATTUNE *to*—Their minds were attuned (নিমগ্ন) *to* the music.

AUTHORITY *for, on, of, with, over, to*—What is your authority (প্রমাণ) *for* such a statement ? He is an authority (expert, প্রামাণ্য ব্যক্তি) *on* politics. I say this on the authority *of* the Oxford English Dictionary. He has no authority (personal influence, আধিপত্য) *with* or *over* his brother. Only the Secretary has authority (ক্ষমতা) *to* make payments.

AVAIL (take advantage of, সুযোগ লওয়া) (oneself) *of* ; AVAILABLE *to*—I availed myself *of* his help. His help was available *to* me.

AVAILABLE (লভ্য) *to* (somebody) *for* (a purpose)—The records are available *to* the auditors *for* scrutiny.

AVENGE *on*—He will avenge (প্রতিশোধ নিবে) himself *on* you.

AVERSE *from, to* (*POD & COD*)—He is averse (disinclined, পরাঙ্মুখ) *from* or *to* work.[1]

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[1] "To insist on *from* as the only right preposition .... in spite of more general use of *to* is one of the pedantries that spring of a little knowledge." —*MEU.*

AVERSION *to* (বিরাগ, বিতৃষ্ণা)—Do you feel any aversion *to* mixing with them ?

AWARE *of*—He is aware (অবগত) *of* the fact.

BAN (noun) *on* ; (verb) *from*—There is a ban (নিষেধাজ্ঞা) *on* the play. He was banned *from* entering the club.

BAR *to*—There is no bar (obstacle, বাধা) *to* his trying for the post.

BARE *of*—The field is bare *of* (without) grass.

BASED *on*—What he says is based (প্রতিষ্ঠিত) *on* truth.

BEG (a thing) *of* (a person)—He begged the favour *of* me. I beg *of* you to keep quiet.

BEG (a person) *for* (a thing)—He begged me *for* the favour.

BEG *for* (a thing) *from* (a person)—He begged *for* help *from* me.

BEHAVE *towards*—Behave kindly *towards* the poor.

[1]BELIEVE *in*—I do not believe (have faith) *in* his honesty.

BELONG *to*—This book belongs *to* me.

BENEFICIAL *to*—Exercise is beneficial *to* health (উপকারী).

BENT *on*—He is bent (দৃঢ় প্রতিজ্ঞ) *on* going (determined to go).

BEQUEATH *to*—He bequeathed (left by will, উইল দ্বারা দান করা) his all *to* me.

BEREFT (deprived, বঞ্চিত) *of*—Bereft *of* children, he lives a lonely life.

BESET *with*—He is beset (surrounded, বেষ্টিত) *with* dangers.

BESTOW *on*—May God bestow (give, দান করা) His blessings *on* you.

BEWARE *of*—Beware (take heed, সতর্ক হওয়া) *of* the enemy.

BIAS (পক্ষপাতিত্ব, ঝোঁক) *against, towards*—I have no bias (prejudice) *against* him (or *towards* anything particular).

BLESSED *with, in*—He is blessed *with*(*i.e.,* possesses) good health. He is blessed (*i.e.,* happy) *in* his children.

BLIND *of, in* (an eye), *to* (consequences)—He is blind *of* or *in* both the eyes[2]. He is blind (বুঝিতে বা বিচার করিতে অসমর্থ) *to* his son's faults.

BLUSH (আরক্তিম-বদন হওয়া) *at* sight or word, *with* or *for* joy or shame, *for* another (*COD*)—He blushed *with* shame *at* his own mistake. I shall never give you cause to blush *for* me.

BOAST *of*—Do not boast *of* your wealth.

BORDER *on*—Your conduct borders *on* cruelty (সীমান্তবর্তী হওয়া).

BORN *of, in*—He was born *of* poor parents. He was born *in* poverty.

BORROW *of* or *from*—I borrowed the amount *of* or *from* him.

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[1]But, 'I do not believe him.' Note the distinction :
I do not believe him—do not believe what he says.
I do not believe *in* him—have no faith in his honesty or sincerity.

[2]*COD* and *POD* have "blind *in* one eye" (under "in"), and "blind *of* an eye." under "blind." "I should think the phrase 'blind of one eye' is historical rather than current and I think that 'blind in one eye' is the more idiomatic." —Secretary, Clarendon Press, Oxford University, to the author.

BOUND *for* (home), *by* (contract), *in* (honour)—He is bound *for* (on the way to) England. I was bound *by* (আবদ্ধ) contract to pay the money. I am bound *in* honour to help you.

BOW *to*—You should bow *to* your superiors. I had to bow *to* circumstances.

BROOD *on* or *over* (*COD*)—Do not brood (think sorrowfully) so much *on* or *over* your misfortune (চিন্তা করে মন খারাপ করা).

BURDENED *with*—He is burdened (ভারগ্রস্ত) *with* a big family.

BURST (ফেটে পড়া) *into* (tears), *out* (laughing)—He burst *into* tears at the sad news. He burst *out* laughing at my story.

BUSY *at, in, with, about*—He is busy *at* his desk. He is busy *in* doing his work (also, without *in*). He is busy *with* his lessons. He is always busy *about* nothing.

BUY (a thing) *of* (a person), but *from* (a shop)—I bought this thing *of* him (but bought this *from* his shop).

CALLOUS *to*—He is callous *to* (indifferent, উদাসীন) my suffering.

CAPABLE (সমর্থ) *of*; CAPACITY *for*—He is not capable *of* hard work. He has no capacity *for* hard work.

CARE *for, about* (*COD*); (take) CARE *of*—He does not care (verb) *for* me or *for* wealth, or *about* the result (has no interest in it). He has no care (n.) *for* me. Take care *of* your health.

CAREFUL, CARELESS *of* or *about*—He is careful (or careless) *of* or *about* his health.

CATER *for, to* (usually in the sense of pandering, evil inclinations)—The dispensary was set up to cater *for* the needs of the local people. Some newspapers cater *to* low tastes.

CAUSE *of* (a preceding event), *for* (ground or justification for)—What is the cause *of* your failure? There is no cause *for* anxiety.

CAUTIOUS *of*; CAUTION *against*—He is cautious (সতর্ক) *of* giving (careful that he may not give) offence. Take proper caution *against* malaria. He cautioned me *against* thieves.

CERTAIN *of*; CERTAINTY *of, about* (*POD*)—I am certain *of* it. There is no certainty *of* or *about* it.

CERTIFICATE *of*—I want a certificiate *of* character.

CERTIFY *to* (one's character)—I certify *to* his honesty.

CHARACTERISED (বিশেষত্বপূর্ণ) *by*; CHARACTERISTIC *of*—His plans are characterised *by* boldness. Boldness is the characteristic *of* his plans.

CHARGE (noun) *against* (a person), *of* (a thing)—What is the charge (অভিযোগ) *against* him? He took charge (ভার) *of* the affairs.

CHARGE (verb) (a person) *with* (a fault), *on* (a person)—He was charged *with* theft. Theft was charged *on* him.

CHARGE (a payment) *to* (a person)—Give him one kilogram of sugar and charge the price *to* me (দাম ফেলা).

CHEAT *of, out of* (*POD*)—He was cheated *of* or *out of* his dues.

CLAIM *upon* or *against* (a person), *to, for* (a thing)—I have no claim *upon* or

against him. I have no claim *to* this money. His claim *for* damage was accepted.

CLAMOUR *for*—The people are clamouring *for* (জোরালো দাবী করা) more autonomy.

CLEAR *of* (blame)—Keep clear *of* (free from) wicked friends.

CLING (stick, লেগে থাকা) *to*—He clung *to* me through my troubles.

CLOSE *to* (adj.)—His house is close *to* mine (near, সন্নিকটে).

CLOSE *with* (verb)—He closed *with* (accepted) the offer.

CLOTHED *with* (shame), *in* (dress)—Clothed *with* shame, she left the place. She was clothed *in* white.

CLUE *to* (সূত্র) —Find out the clue *to* the mystery.

COINCIDE *with*—Your story coincides (agrees) *with* his.

COLLABORATE (সহযোগিতা করা) *with* (a person), *in* or *on* (something) ; (In) COLLABORATION *with*—The people collaborated *with* the police *in* rounding up the dacoits. 'Collaborate *on* a biography *with* a friend.' The relief work was carried out by government officials *in* collaboration *with* the villagers.

COLLIDE *with* (ধাক্কা লাগা) ; (In) COLLUSION *with* (যোগসাজসে)—The lorry collided *with* the car. He acted *in* collusion *with* others to deceive me.

COMBINE *with* (মিলিত হওয়া) ; (In) COMBINATION *with*—Hydrogen combines *with* oxygen to form water. Yellow colour *in* combination *with* blue produces green colour.

COMMENCE *on, with*—The examination commences *on* the 5th instant. He commenced his speech *with* a short prayer.

COMMENSURATE (সমানুপাতিক) *with*—His pay is not commensurate *with* (not in the right proportion) his qualifications. (HORNBY gives *to* also).

COMMENT *upon, on* (মন্তব্য করা)—Comment *upon* or *on* this passage. Do not make any comment *on* this issue.

COMMIT *to*—Commit the passage *to* memory.

COMMON *to*—This angle is common (সাধারণ) *to* both the triangles.

COMMUNICATE (a thing) *to* (a person), *with* (a person) *on* (a thing)—Communicate (give) the information *to* him. I shall communicate (write letters, লেখালেখি করা) *with* him *on* this matter.

COMPARE *with* (like things), *to* (unlike things) ; (In) COMPARISON *with*—Compare Akbar *with* Aurangzeb. Anger is compared (likened) *to* fire. "The tallest buildings in London are small *in* comparison *with* those of New York."

COMPATIBLE *with*—You should drive the car at a speed compatible *with* (suited to, সুসঙ্গত) safety.

COMPENSATE (a person) *for* (his loss), *with* (a substitute)—I compensated him *for* (to make good, ক্ষতিপূরণ করা) his loss. (But, we compensate a loss). I compensated the loss *with* a similar thing.

COMPETENT *for*—You are not competent (উপযুক্ত) *for* the post.

COMPETE *with, for*—He competed *with* me *for* the post (প্রতিদ্বন্দ্বিতা করা) .

COMPLACENT *about*—You should not be complacent *about* your examination result.

COMPLAIN *to* (a person), *against* (another), *of* (a thing)—He complained *to* me *against* you, or *of* your conduct. He complained *of* headache.

COMPLY *with* ; (In) COMPLIANCE *with*—He complied *with* (agreed to, সম্মত হইল) my request. In compliance *with* your instructions (নির্দেশানুসারে), the work was done.

[1]COMPOSED *of*—What is water composed (made) *of*?

COMPROMISE *with*—(a person or party), *on* (an issue)—I cannot compromise *with* persons holding opposite views. There cannot be any compromise *on* this issue.

CONCEAL *from*—I concealed (kept secret, গোপন করিয়াছিলাম) this *from* him.

CONCEIVE *of*—I cannot conceive (think of, ধারণা করা) *of* such cruelty.

CONCENTRATE *on, upon*—You should concentrate *on* or *upon* your studies.

CONCERNED *in* (a plot), *at, about* (feel anxiety), *for* (= anxious for a person's welfare), *with* (having to do with)—Five men were concerned (mixed up, জড়িত) *in* the plot. I am concerned *at* your failure. I am much concerned *about* the result. I am much concerned *for* you. I am not concerned *with* this matter.

CONCLUSION *of, to, from*—There was a great applause at the conclusion *of* the concert. This is the conclusion *to* the story. You can draw some conclusions *from* the evidence.

CONCUR *with* (a person) *in* (his decision) or *on* (a point)—I concur (একমত হওয়া) *with* you *in* your decision (or *on* this point).

CONDEMN *to, for*—He was condemned (sentenced, দণ্ডিত হইয়াছিল) *to* death *for* murder.

CONDOLE *with* (a person) *on* (his loss)—We condoled (sympathised, সহানুভূতি প্রকাশ করিলাম) *with* him *on* his loss.

CONDUCIVE (সহায়ক) *to*—Early rising is conducive *to* health (helpful).

CONFER *on, with* (a person) *about* (a matter)—I shall confer (give) a prize *on* the boy. I shall confer *with* (consult, পরামর্শ করিব) him *about* your prayer.

[2]CONFESS *to* (a sin) ; CONFESSION *of* (weakness)—I confess *to* this weakness. It is a confession *of* weakness.

CONFIDE *in, to*—Confide *in* (trust) me. Confide (tell in confidence, বিশ্বাস করে বলা) your secret *to* me.

CONFIDENCE *in* (আস্থা) —I have full confidence *in* your ability.

CONFIDENT *of*—He is confident (hopeful) *of* success.

CONFINED (আবদ্ধ) *in* (a room), *to* (bed)—He is confined *in* jail. He is confined *to* bed by gout.

CONFORM *with* (একমত হওয়া) (a person) *on* (views) *to* (a rule) ; CONFORMITY *to* ; (In) CONFORMITY *with*—I conform (agree) *with* you *on* this point. Conform *to* (follow) (or, Act in conformity *with*) our rules. 'Conformity *to* fashion is not essential to the happiness of all women.'

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[1]Often confounded with *comprise*. Note that *comprise* is transitive, meaning 'consist of ' 'containing' and requires no preposition after it. Write 'The family *comprises* ten members' or 'The family is *composed of* ten members.' See also under *consist*.

[2]*Confess* is also used as a transitive verb, when *to* is not required.

CONFRONT *with*—He was confronted *with* a very difficult situation.

CONFUSE *with*—Don't confuse (mix up, গোল পাকানো) liberty *with* licence.

CONGENIAL *to*—This climate is congenial *to* my health (favourable, অনুকূল).

CONGRATULATE (one) *on* (one's success)—I congratulate (অভিনন্দিত করা) you *on* your success.

CONNECTED or CONNECTION *with* ; CONNECTION *between* (two) ; (In) CONNECTION *with*—I am connected *with* that paper. He has no connection *with* me. There is no connection *between* the two. He came here in connection *with* an enquiry.

CONNIVE *at* ; (with the) CONNIVANCE *of* ; (In) CONNIVANCE *with*—He connived *at* (tolerate, উপেক্ষা সহ্য করা) our faults. The plot was hatched with the connivance *of* (or in connivance *with*) (tacit permission of, পরোক্ষ সম্মতি বা প্রশ্রয়) the authority.

CONSCIOUS *of*—I am conscious *of* (aware, সচেতন) my weakness.

CONSEQUENT *on* (or *upon*) ; or, (In) CONSEQUENCE *of* (ফলে) the failure of the bank many people have lost their all.

CONSENT (verb) *to,* (noun) *to, for*—He consented *to* my proposal. I gave my consent *to* the proposal. He gave his consent *for* the marriage.

CONSIDERATION (বিবেচনা) *for* ; (In) CONSIDERATION *of*—Show some consideration *for* his youth. In consideration *of* his youth, he is let off this time.

[1]CONSIST *of, in*—My family consists *of* (contains) six members. True happiness consists *in* (= is) contentment.

CONSISTENT *with* (agreeing to)—Your action is not consistent *with* your principles (সামঞ্জস্যপূর্ণ).

CONSPICUOUS *for, by*—He was conspicuous (remarkable) *for* his memory. He is conspicuous *by* absence (attracting notice, দৃষ্টি আকর্ষণকারী).

CONSPIRE *with* (others), *to* (do something), *against* (somebody)—His enemies conspired *with* his soldiers *to* ruin him. They conspired *against* the leader.

CONSULT *with* (a person) *on* or *about* (a thing)—I consulted *with* him (also, consulted him) *on* or *about* that matter.

CONTACT *with*—I have no contact (সংযোগ) *with* him.

CONTEMPORARY (noun) *of*, (adj.) *with* (of the same time, সমসাময়িক)—Akbar was a contemporary *of,* or was contemporary *with,* Elizabeth.

CONTEMPT *for, of*—I have a great contempt (ঘৃণা) *for* him. He was guilty of contempt (অবজ্ঞা) *of* court.

CONTEND *with* or *against* (a foe or difficulties), *for* (a thing)—He had to contend (compete) *for* the prize *with* or *against* a strong rival.

CONTENTED *with*—He is contented (সন্তুষ্ট) *with* a little.

CONTIGUOUS *to*—His house is contiguous (close) *to* mine.

CONTINGENT *on* or *upon*—The success of the mission is contingent *on* or *upon* (dependent) the reception it gets from the public.

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[1]Not to be confounded with *comprise,* which does not require *of*. See under *compose.*

CONTRAST (noun) *to, between* ; (In) CONTRAST *with* (বিপরীত)—Your action is a contrast *to* (or, is in contrast *with*) your profession. There is a great contrast *between* the two.

CONTRAST *with* (verb)—Contrast (compare, তুলনা কর) Akbar *with* Aurangzeb. Contrasted *with* you, your brother is poor.

CONTRARY *to*—You acted contrary *to* orders (opposite to, উল্টো).

CONTRIBUTE *to*—Contribute (pay, সাহায্য করা) something *to* this fund.

CONTROL *of, over*—He has no control (শাসন বা নিয়ন্ত্রণ ক্ষমতা) *of* or *over* himself.

CONVERGE *on*—People converged *on* the parade ground.

CONVERSANT *with*—I am conversant (well-acquainted, বিশেষ অবগত) *with* the history of the case.

CONVERSE *with* (a person) *on, about* (a subject) (*COD*)—I shall converse *with* him *on* or *about* the matter (talk, কথা বলা).

CONVERTED *to, into*—He was converted *to* Christianity. My joy was converted *into* sorrow (changed, পরিবর্তিত).

CONVICT *of*—He was convicted *of* theft (punished, দণ্ডিত হইয়াছিল).

CONVINCE *of*—I am convinced (satisfied) *of* your honesty.

CO-OPERATE *with* (a person), *in* (a task)—I hope you will co-operate *with* me *in* this mission.

COPE *with*—I cannot cope *with* (manage, এঁটে উঠা) so much work.

CORRESPOND (চিঠিপত্র লিখা) *with* (a person) *about* (a thing), *to, with*—I shall correspond *with* (write to) him *about* the matter. 'The wings of a bird correspond (অনুরূপ হওয়া) *to* the arms of a man.' Your report corresponds (agrees) *with* his (মিলে যায়).

COUNT *for, upon*—Our advice counts *for* nothing (*i.e.,* is of no effect) with him. I count (depend on, নির্ভর করা) *upon* your help.

COUNTER (adj., adv.) *to,* (verb) *with*—They acted counter (প্রতিকূলে) *to* the leader's wishes. They countered (প্রতিবাদ করা) our proposal *with* one of their own.

COVETOUS *of*—He is covetous (greedy, লোভী) *of* wealth.

CRAVE *for* (*COD*)—He craves (desires eagerly, আকাঙ্খা করা) *for* wealth.

CREDIT *to, with*—Credit (জমা করা) the amount *to* my account. Credit my account *with* the amount. I credit him *with* good sense.

CREDENCE *to*—I do not give much credence (বিশ্বাস, প্রত্যয়) *to* his report.

CULMINATE *in*—He suffered misfortunes that culminated (সর্বোচ্চ সীমায় পৌঁছানো) *in* bankruptcy.

CURE (v.) (one) *of* (disease) ; a CURE (n.) *for* (disease)—He is cured *of* his disease. Have you any cure *for* his disease ?

DAWN *on*—The truth at last dawned *on* (became clear to) me.

DEAF *of* an, *in* one, ear (*COD*), *to* (not listen to)—He is deaf *of* an (or *in* one) ear. He is deaf (শুনিতে নারাজ) *to* entreaty.

DEAL *in* (trade in, ব্যবসায় করা) good ; *with* a person (behave, ব্যবহার বা বোঝাপড়া করা) ; *with* a subject (write or talk about it, আলোচনা করা) ; *by* or *with* person (treat in a specified way)—He deals *in* rice, but does not deal honestly *with*

his customers. He deals *with* the subject in his new book. He dealt cruelly *by* or *with* me.

DEAL *out*—He dealt *out* (বিতরণ করিত) equal justice to all.

DEBAR (বঞ্চিত করা) *from*—He was debarred *from* (prevented) voting.

DECIDE *upon,* or *against* (সিদ্ধান্ত করা)—I have not decided *upon* my plan of action. The case was decided *against* him.

DEDICATE *to* (উৎসর্গ করা)—He dedicated the book *to* his mother.

DEDUCE *from*—I deduced (inferred, সিদ্ধান্ত করা) the truth *from* his remarks.

DEFEND *from, against*—I shall defend (রক্ষা করা) you *from* your enemy. I shall defend you *against* all attacks.

DEFICIENT *in*—He is deficient *in* learning (weak, কাঁচা).

DEFER *to*—The discussion was deferred (put off, মুলতুবী রাখা হইল) *to* the next meeting.

(In)DEFERENCE *to* (শ্রদ্ধাজ্ঞাপনের উদ্দেশ্যে)—The women wore veils *in* deference to the customs of the country.

DELEGATE *to*—The power was delegated *to* (entrusted, ন্যস্ত করা) the subordinates.

DELIBERATE *upon* (discuss)—We deliberated long *upon* (considered) the matter (আলোচনা করিলাম).

DELETE *from*—His name was deleted *from* (struck out) the list.

DELIGHT *in* ; DELIGHTED *at, with* (*COD*)—He finds delight *in* books. He is delighted *at* or *with* the result. The child is delighted *with* his toys.

DELIVER *to, from*—Deliver (অর্পণ করা) the letter *to* them. He delivered (saved) me *from* the trouble.

DELVE *into*—You should delve *into* (make researches into, গভীর গবেষণা করা) the old manuscripts for information.

DEMAND (a thing) *from* or *of* (a person) ; *for* (noun)—He demanded the amount *from* or *of* me. There is no demand *for* this book.

DEMUR *to*—I do not demur (object, আপত্তি করা) *to* your request.

DEPEND *upon*—You can depend *upon* my word.

DEPENDENT (নির্ভরশীল) *on*—He is dependent *on* me.

DEPRIVE *of*—He was deprived (বঞ্চিত হইয়াছিল) *of* all power.

DEPUTE *to*—He was deputed *to* attend the meeting.

DERIVED *from*—What is your income derived (got, প্রাপ্ত) *from* books ?

DEROGATE (হীন করা) *from ;* DEROGATORY (হীনতাজনক) *to*—This will derogate *from* (or, This is derogatory *to*) his honour.

DESCEND *from* ; DESCENDANT *of*—The Rajputs claim to be descended *from* (or descendants *of*) Sri Ramachndra.

DESERVING *of*—His conduct was deserving (উপযুক্ত) *of* praise.

DESIRE *for, of*—(*POD*) ; DESIROUS *of*—He has no desire *for* or *of* wealth. He is not desirous *of* wealth.

DESIST (বিরত হওয়া) *from*—He desisted *from* (gave up) the attempt.

DESPAIR (নিরাশ হওয়া) *of*—He despairs (is hopeless) *of* success.

DESTINED *for, to*—He is destined (নির্দ্দিষ্ট) *for* or *to* that service.

DESTITUTE *of*—I am destitute (without, বিহীন) *of* any friend here.

DESTRUCTIVE *of, to* (*POD*)—Drinking is destructive (নাশক) *of* or *to* health.

DETACH *from*—He became detached (separated, বিচ্ছিন্ন) *from* his friends.

DETER *from*—He was deterred (prevented, নিরস্ত) *from* going there.

DETERMINED *on*—He is determined (দৃঢ়সংকল্প) *on* going home.

DETRACT *from*—This defect detracts (takes away) *from* his fame (কমান).

DETRIMENTAL *to*—Drinking is detrimental (injurious, ক্ষতিকর) *to* health.

DEVIATE *from*—I cannot deviate (go aside, অন্যপথে যাওয়া) *from* truth.

DEVOID *of*—Your story is devoid *of* (without, বিহীন) truth.

DEVOLVE *upon, to* (*COD*)—The charge of the family devolved (fell, বর্তিল) *upon* me on my father's death. The property devolved *upon* or *to* him (উত্তরাধিকার সূত্রে বর্তিল).

DEVOTE *to*—Devote (নিযুক্ত করা) some time *to* prayer every day.

DIE *of* (a disease), *by* (violence or weapon), *from* (a cause), *for* (something)—He died *of* cholera ; or, *by* poison ; or, *from* overwork ; or, *for* his country.

DIFFER *from, in, with, on, about*—This thing differs *from* (is unlike, ভিন্নরূপ হওয়া) that *in* colour. I differ *with* (have a different opinion from, ভিন্নমত হওয়া) you *on* this point[1]. Men differ *in* opinion *about* his conduct.

DIFFERENCE *between* ; DIFFERENT *from*—What is the difference *between* the two ? This thing is different *from* that[2].

DIFFIDENT *of*—I am diffident *of* success (doubtful, আত্মসন্দিগ্ধ).

DIGRESS *from* ; DIGRESSION *from* —The lecturer temporarily digressed *from* her subject (turn or wander away from the main subject, অপ্রাসঙ্গিক হওয়া) to deal with a related theory. Talking about money now would be a digression *from* the main purpose of this meeting.

DISAPPOINTED *at, of, in, with* (*COD*) (হতাশ হওয়া) —He was disappointed *at* your failure. He was disappointed *of* the prize (*i.e.*, did not get it at all). He was disappointed *in* the prize (*i.e.*, got the prize, but it did not satisfy him). I am disappointed *with* him.

DISAGREE *with* (ভিন্নমত হওয়া) one *on* (a point)—I disagreed *with* him *on* that point.

DISCRIMINATE (one thing) *from* (another), *between* (two things), *against* (some body)—You should discriminate good boys *from* bad ones. We discriminate *between* good and bad boys. Do not discriminate *against* the poor.

DISGRACE *to*—He is a disgrace *to* his family (কলঙ্ক).

DISGUSTED *with, at, by* (*COD*)—I am disgusted (বিরক্ত) *with,* or *by,* or *at* his conduct. He was disgusted *with* me.

DISLIKE (অপছন্দ) *to, for, of* (*POD & COD*)—I have a dislike *to* (or *for*) the boy. I cannot shake off my dislike *of* him.

DISPENSE *with* (ত্যাগ করা)—I dispensed *with* (do without) his services.

DISPLEASED *with* (a person) *at* or *by* (his conduct) (*POD*)—I am displeased (অসন্তুষ্ট) *with* him *at* or *by* his conduct.

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[1] *COD* writes differ *with*, and *from* also in this sense. But *MEU* prefers *with* in this sense.

[2] "That *difference* can be followed only by *from*, and not by *to*, is a superstition."—*MEU*. "Different *from, to, than*, all used by good writers past and present ; *than* chiefly where a prep. is inconvenient." —*COD*.

DISPOSE *of* (finish, ব্যবস্থা বা শেষ করা)—Let us dispose *of* our work.

DISPUTE *with* (a person) *about, on* (a matter) (*COD*)—I had a dispute *with* (তর্ক করিয়াছিলাম) him *about* (or *on*) that matter.

DISQUALIFIED *for* (a post), *from* (competing)—He is over-age, and is disqualified *for* (or *from* appearing at) the examination.

DISSENT *from*—I dissent *from* your views (differ, ভিন্নমত হওয়া).

DISSIMILAR *to*—This thing is dissimilar *to* that.

DISSUADE (নিবৃত্ত করা) *from*—I dissuaded him *from* opposing the leader.

DISTASTE *for*—He has a distaste (aversion) *for* publicity.

DISTINCT *from*—"These families are distinct *from* one another."

DISTINGUISH *between, from, by*—Distinguish *between* the two. I distinguished you *from* him *by* your dress (পার্থক্য করা বা বুঝা).

DISTRACT *from*—The loud music distracted me *from* study.

DISTRUST *of* (অবিশ্বাস)—There is reason for your distrust *of* him.

DIVERT *from, to*—The noise diverted (drew away, অন্যদিকে নিল) my attention *from* the book *to* the crowd.

DIVEST *of*—He was divested (বঞ্চিত) *of* all power (all power was taken away from him).

DIVIDE *into* parts, *between,* or *among*—It was divided *into* several parts. Divide the money *between* the two (or *among* the four) men present.

DOMINEER *over*—He domineers (rules, কর্তৃত্ব করা) *over* the whole class.

DOUBT (n.) *about, of*; DOUBTFUL *of*—There is no doubt *about* or *of* his honesty. I am doubtful *of* his honesty.

DUBIOUS *of* or *about*—I feel dubious *of* his sincerity. He feels dubious *about* what to do next.

DUE *to*—No money is due *to* me (payable) from him (প্রাপ্য).

DULL *of* (hearing), *at* (work)—He is dull *of* hearing (কানে খাটো). He is dull (slow, কাঁচা) *at* Physics.

DWELL *in* (a place), *upon* (a subject)—He dwells *in* this house. He dwelt long *upon* (discuss, আলোচনা করা) the subject.

EAGER *for, after, about* (*COD*)—He is eager *for* (or *after*) fame, or *about* the result.

EASY *of*—He is easy *of* access (সহজগম্য).

EFFACE *from* (মুছিয়া যাওয়া)—Exposure to sun and rain has effaced the inscription *from* the plaque. In course of time his memory effaced *from* my mind.

EGRESS *from*—The plan shows sufficient egress *from* (বহির্গমনের পথ) the stadium.

EJECT *from*—Lava ejected *from* the volcano destroyed the village.

ELICIT *from*—I elicited (drew out, বের করা) the information *from* him.

ELIGIBLE *for*—He is eligible *for* the post (qualified, যোগ্য).

ELIMINATE *from*—He was eliminated *from* the tournament.

EMANATE *from*—Real strength emanates (উদ্ভূত হওয়া) *from* learning.

EMBARGO *on*—The Government decided to lay an embargo *on* trade with enemy countries.

EMBARK *at* (a port), *for* (a destination), *on* or *in* (a vessel), *on* (a task)—We have to embark *at* Bombay for London *on* or *in* the ship. The students embarked *on* a drive for donation of blood.

EMERGE *from, into* (বের হওয়া)—The tiger emerged (came out) *from* the jungle *into* the open field.

EMIGRATE *from, to*—He emigrated *from* India. Many scientists emigrated *to* the U.S.A.

EMIT *from* (নির্গত হওয়া)—Smoke is emitted *from* the chimney.

[1]ENAMOURED *of* (very fond of, মুগ্ধ)—He is enamoured *of* this place.

ENCROACH *on* (one's right, territory, etc. or abs.—*COD*)—Do not encroach *on* my land or right (enter without right, অনধিকার প্রবেশ করা).

ENCUMBER (one) *with* (something)—You should not be encumbered *with* unnecessary luggage when travelling.

END *in*—Vice must end (result) *in* misery.

ENDOWED *with*—He is endowed *with* (possesses, ভূষিত) talents.

ENGAGED (নিযুক্ত) *with* (a person) *on* or *in* (some work) ; *to*—I was engaged *in* conversation *with* him. He is engaged *on* books (or, *in* work). My daughter is engaged (betrothed to, বাগদত্তা) *to* his son.

[2]ENJOIN *on, upon* (অনুজ্ঞা করা)—This rule is enjoined (imposed) *on* all. 'Our leader enjoined *upon* us the necessity for strict secrecy'.

ENGROSSED *in*—He was deeply engrossed (নিমগ্ন) *in* his studies.

ENRAGED *with, at*—"He is enraged (ক্রুদ্ধ) *with* you for speaking against him. The bear is enraged *at* his keeper"—Mc.Mordie.

[3]ENTER *into* (something) *with* (somebody), *upon* (a career), *for* (an examination or contest)—He entered *into* conversation *with* me. He has entered *upon* his new duties. I have entered *for* the examination. Have you entered *for* the long jump ?

ENTERTAINED *by* (a person) *with* (music) *at* (a party)—We were entertained (বিনোদিত) *by* him *with* music *at* the party.

ENTITLED *to*—He is entitled (অধিকারী) *to* a reward for honesty.

ENTRUST *with, to*—I entrusted the thing *to* him. I entrusted him *with* the thing (বিশ্বাস করে দেওয়া).

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[1] *COD* has only *of* after *enamour* : Nesfield has—'enamoured *with* a person, *of* a thing.' *New Standard Dictionary* by Funk and Wagnall has 'enamoured *of* a lady with study.' *Imperial Dictionary of English Language* by John Ogilivie has both *of* and *with* before a person or thing : to be enamoured *of* or *with* a lady ; to be enamoured *of* or *with* books of science. For the last two references the author is indebted to Prof. Asis Das Gupta of Krishnagar College.

[2] "The construction with a personal object and an infinitive is not recommended"—*MEU*. But *COD* has "enjoin a person *to* do" and "enjoin conduct, action *on* a person."

[3] "When enter means *go into* some specific place, no preposition is used ; it takes a direct object (e.g. *enter a room, enter a town*). In older English *enter into* was often used for this purpose, but it is now obsolete"—*F.T. Wood*.

ENVY *of* (person) ; *of, at* (advantages) (*POD*) ; ENVIOUS *of*—I have no envy (jealousy) *of* him. I have no envy *at* or *of* his success. I am not envious *of* his success.

EQUAL *in* (rank) *with* (a person) *to* (a task) ; EQUALITY *with*—I am equal *in* rank *with* you. I am not equal *to* (able to do) the task. He is to blame equally *with* his brother.

EQUIP (somebody) *with* (something) *for* (a purpose)—They equipped (সজ্জিত করিল) the boys *with* food and clothes *for* the journey.

EQUIVALENT *to*—One dollar is equivalent *to* rupees forty three in Indian currency.

ERASE *from*—The marks will have to be erased *from* the painting.

ERR *in*—The hunter erred *in* his calculations of the distance.

ESCAPE *from*—There is no escape (মুক্তি) *from* death.

ESSENTIAL *to*—Health is essential *to* (অত্যাবশক) success in life.

EVICT *from*—The tenants were evicted (বহিস্কৃত হইল) *from* the house for not paying the rent.

EXACT *from*—He exacted (drew out) promise *from* me.

[1]EXCEL *in*—He excels *in* painting (সদ্‌গুণে শ্রেষ্ঠ হওয়া).

EXCEPTION *to* ; (with the) EXCEPTION *of*—I take exception (object, আপত্তি করা) *to* your remark. There is no exception (ব্যতিক্রম) *to* the rule. All were present with the exception (ছাড়া) *of* Ram.

EXCHANGE *for, with*—I often exchange ideas *with* him. What will you give me in exchange *for* this (পরিবর্তে লওয়া বা দেওয়া) ?

EXCLUDE *from* ; EXCLUSIVE *of*—Minors are excluded (kept out of, ত্যক্ত) *from* the list of voters. The price of the thing is Rs. 100, exclusive (ব্যতীত) *of* railway freight.

EXCUSE *from, for*—I excuse (ক্ষমা করা) you *from* attendance. What is your excuse *for* failure ?

EXEMPT *from* (অব্যাহতি দেওয়া)—He was exempted *from* the fine.

EXPECT *from, of* (আশা করা)—I did not expect this *from* or *of* him (POD).

EXPEL *from* (বিতাড়িত)—The man was expelled *from* the party.

EXPERT *at, in*—He is expert (সুদক্ষ) *at* the flute. He is expert *in* drawing.

EXPOSE *to*—Don't expose it (keep open) *to* the sun.

EXTERNAL *to* (বহির্ভূত)—These are considerations external *to* the main issue.

EXTORT *from*—He tried to extort money *from* his friends.

EXTRACT (verb) *from,* (noun) *of, from*—Oil is extracted *from* cotton seed. The extract *of* the fruit tastes sweet. This is an extract *from* the poem "Paradise Lost".

EXULT *over* (a person), *at, in* (his misfortune)—He exulted *over* (rejoice exceedingly, আনন্দোচ্ছাস করা) me *at* or *in* my misfortune.

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[1]"*COD* has "excel—surpass (others *in* quality, *in* doing) : be pre-eminent (*in, at* thing, *in* quality, *in* doing)."

FAITH *in, with*—Have faith *in* God. He broke faith *with* me.

FAITHFUL *to*—The dog is faithful *to* its master.

FALSE *to*—I cannot be false (unfaithful, বিশ্বাসঘাতক) *to* my friend.

FAMILIAR *with, to*—I am familiar (intimate) *with* him. His face is familiar (well known) *to* me.

FATAL *to* (destructive)—This mistake is fatal *to* his prospects.

FAVOUR (verb) *with*—Will you favour us *with* an interview ?

(In) FAVOUR *of*—He spoke in favour (পক্ষে) *of* my son.

FAVOURABLE *to, for*—His report is favourable *to* me. This time is favourable *for* attack.

(The) FAVOURITE *of* ; (a) FAVOURITE *with* or *of* (*COD*)—He is the favourite *of* (or a favourite *with* or *of*) his master.

FEAR (n) *of* ; (v) *for*—He is in fear *of* (or, fears *for*) his life.

FEARFUL, FEARLESS *of*—He is fearful, or fearless, *of* danger.

FEED (intr.) *on* ; (trans.) *with*—Cows feed (খায়) *on* grass. Feed the cow *with* grass.

FEEL *for* (a person) *in* (his trouble)—I feel *for* you *in* your trouble.

FIGHT *for* (the poor) *with* or *against* (the rich)—He always fought *for* the poor *with* or *against* the rich.

FIRE (গুলি করা) *at, into, upon* (COD)—He fired *at* the bird. The police fired *into* or *upon* the mob.

FIRED *with*—Fired *with* (উদ্দীপিত) zeal, he set about his task.

FIT *for, out, up*—You are not fit *for* the post. The ship was fitted *out* (equipped, আবশ্যকীয় জিনিষ দ্বারা সজ্জিত হইয়াছিল) for the voyage. He is fitting *up* his house for the guests.

FIX *in, on, to* (COD) ; *up*—The idea became fixed *in* his mind. He fixed his eyes *on* me. Fix this stamp *to* the envelop. The date of the meeting has been fixed *up*.

FOND *of*, FONDNESS *for*—He is fond *of* sweets. He has great fondness *for* sweets.

FOREIGN *to*—Rudeness is foreign *to* his nature (বিদেশীয়, স্বভাববিরুদ্ধ).

FORGETFUL *of*—He began to work forgetful *of* (ভুলিয়া) everything else.

FREE (adj.) *from* (danger), *of* (tax), *of* (money) ; (verb) *from, of*—He is now free *from* (danger). The goods arrived free *of* tax. He is free *of* his money (lavish, মুক্ত হস্ত). This medicine freed me *from* or *of* pain.

FROWN *on, at* (a person) (to express displeasure, ভ্রুকুটি করা)—He frowned *on* or *at* the boys who created the trouble.

FRUITFUL *in* (ফলপ্রসূ)—His brain is fruitful *in* clever tricks.

FRUITLESS *of* (নিষ্ফল)—Your labour is fruitless *of* any gain.

FULL *of* ; FILLED *with*—The cup is full *of* (filled *with*) milk.

FURNISH (something) *to* (somebody) ; (somebody) *with* (something)—I furnished the information *to* the committee. The committee was furnished *with* the information. We furnished the library *with* new books.

GLAD *of* (help), *at* (success)—I am glad *of* (i.e., for receiving) your help. I am glad *at* your success.

GLANCE *at* (an object), *over* (a subject)—He just glanced (looked for an instant, ক্ষণিকের জন্য দৃষ্টি দিল) *at* me and then went on with his work. Please glance (চোখ বুলান) *over* this letter.

GLORY *in*—I glory (take pride, গর্ব করা) *in* your success.

GOOD *for* (nothing), *at* (cricket)—He is good *for* nothing. He is good *at* cricket.

GRAB *at*—He grabbed *at* his collars (take roughly). He grabbed *at* the opportunity and lost no time to secure the job.

GRATEFUL *to, for*—I am grateful (কৃতজ্ঞ) *to* him *for* his help.

GREEDY *of, for* (profit) ; GREED *for* (riches)—The shareholders are greedy (লোভী) *of* or *for* profit. He has no greed *for* riches.

GRIEVE *at, for, about, over*—I am grieved (ক্ষুন্ন, দুঃখিত) *at* or *for* or *about* the loss. I grieve (দুঃখ বোধ করি) *for* him ; he has lost his son. He grieved *over* his dead friend (McMordie).

GRUMBLE *at, over, about*—He grumbles *at* or *about* his lot (complains, অসন্তোষ প্রকাশ করা). There is no use grumbling *over* the past.

GUARD *from, against, over*—He guarded me *from* (or *against*) their attack. You must guard (সতর্ক হইবে) *against* such mistakes. He stood guard *over* the prisoner (পাহারা দিল).

GUESS *at*—He guessed (অনুমান করিল) *at* the truth. (Also without *at*).

GUILTY *of*—He is guilty (অপরাধী) *of* theft.

HAIL *from*—We hail (come) *from* Rajasthan.

HANG *to, on, from*—Hang (ঝুলাও) *to* or *on* or *from* a hook, or *from* the celling, or *to* or *on* the wall (*POD*).

HANKER *after*—I do not hanker (আকাঙ্খা করা) *after* wealth.

HARP (verb) *on*—He always harps *on* (talks repeatedly) his misfortunes.

HATRED *of, for* (ঘৃণা) (a person), *of* (a thing)—I have no hatred *of* or *for* him, or *of* that thing.

HEAR *of* or *about, from*—I heard *of* or *about* you *from* him.

(Pay) HEED *to*—Pay heed *to* what I say.

HEEDLESS *of*—I shall go, heedless (without caring, তোয়াক্কা না করিয়া) *of* effect.

HEIR *of* (a person), *to* (a property)—He is the heir *of* his uncle. He is heir *to* his uncle's property (উত্তরাধিকারী) .

HESITATE *at*—He hesitates *at* nothing.

HIDE (a thing) *from* (a person)—I hide nothing *from* you.

HINDER *from* (বাধা দেওয়া) ; HINDRANCE *to*—He was hindered *from* going. There is no hindrance *to* his going.

HINGE *upon*—The whole case hinges (depends, নির্ভর করে) *upon* this point.

HINT *at* (সঙ্কেত করা)—I hinted *at* the coming trouble.

HOPE *of, for* ; HOPEFUL or HOPELESS *of*—I have no hope (n) *of* or *for* success. I hope (v.) *for* success. I am hopeful (or, hopless) *of* success.

HOSTILE *to*—He is hostile (opposed, বিরুদ্ধে) *to* my plan.

HUNT *after, for, out*—Don't hunt *after* or *for* (অনুসরণ করা) pleasure. They hunted *out* the tiger (খুঁজিয়া বাহির করিল).

HURTRUL (injurious) *to*—Smoking is hurtful *to* health (ক্ষতিকর).

IDENTICAL *with*—Your opinion is identical *with* (the same as) mine.

IGNORANT *of*—He is ignorant *of* the fact (অজ্ঞ).

ILL *with, of* (fever), (go ill) *with*—He is ill *with* (or *of*) fever. It will go ill *with* you if you oppose me (তোমার ভাল হবে না).

IMMATERIAL *to*—This point is immaterial (অপ্রাসঙ্গিক) *to* our case.

IMMERSED *in* (plunged, নিমজ্জিত)—He is immersed *in* debt.

IMMUNE *from, against, to* (*COD*)—He is immune (secure, মুক্ত) *from* or *against* or *to* infection.

IMPART *to*—Impart (give) the knowledge of the thing *to* him.

IMPATIENT *of, at, for*—He is impatient (intolerant) *of* (also *at*—*COD* under *at*) delay (অসহ্য বলিয়া অধীর). I am impatient *for* payment (eager to get, পাইবার জন্য অধীর).

IMPEDIMENT *to* (বাধা)—Such obsolete systems are great impediments *to* progress.

IMPERVIOUS *to* (অভেদ্য)—He is impervious *to* all arguments. These shoes are impervious *to* water.

IMPLICATED *in*—He is implicated (involved, কুকার্য্যে জড়িত) *in* the plot.

IMPORT (আমদানী করা) *into* (a country) *from* (another)—Watches are imported *into* India *from* Switzerland.

IMPOSE *on, upon*—The task was imposed *on* him (put, চাপান হইল). He tried to impose *upon* me (deceive, ঠকান).

IMPRESS (a thing) *upon* (one's mind), (a person or thing) *with* (ছাপ দেওয়া) (a mark)—I impressed the lesson *upon* him. I impressed him *with* the idea.

IMPUTE *to*—Do not impute (ascribe, আরোপ করা) motives *to* him.

INACCESSIBLE (অগম্য, অপ্রবেশ্য) *to*—This place is inaccessible *to* outsiders.

INADEQUATE (অপর্য্যাপ্ত) *to, for*—Our preparations were inadequate *to* the task. The resources are inadequate *for* such an ambitious project.

INCAPABLE *of*—He is incapable (অসমর্থ) *of* doing such a thing (not incapable *to* do).

INCENTIVE *to* (উৎসাহদায়ক)—This reward will be an incentive *to* (serve to bring forth) greater exertion.

INCIDENTAL *to*—All expenses incidental *to* (liable to occur, আনুষঙ্গিক) the meeting will be borne by the committee.

INCLINATION *to, for*—He has no inclination *to* (or *for*) study.

INCLUDE *in* ; INCLUSIVE *of*—My name is included *in* the list. The price is Rs. 100, inclusive *of* (লইয়া) railway freight.

INCOMPATIBLE *with*—Such an action is incompatible *with* (not in harmony, বেখাপ্পা) his temperament.

INCONGRUOUS *with*—The account she gave at the trial is incongruous (বেমানান) *with* her earlier statement.

INCONSIDERATE *of*—You should not be inconsiderate *of* (সহানুভূতিহীন) the feelings of others.

INCONSISTENT *with*—His actions are inconsistent (অসঙ্গত) *with* his principles.

[1]INCULCATE (an idea) *upon, in* (one) (*COD*)—He inculcated the idea *upon* or *in* my mind (impressed, সংস্কার জন্মাইয়া দেওয়া).

INCUMBENT (আরোপিত কর্তব্য) *upon* (somebody) *to* (do something)—It is incumbent *upon* you *to* warn the students of the evils of smoking.

INDEBTED *to, for*—I am indebted (ঋণী) *to* you *for* my success.

INDEPENDENT *of*—He is independent (স্বাধীন) *of* my help.

INDIFFERENT *to*—He is indifferent *to* my interests (উদাসীন) .

INDIGNANT *with* (a person) *at* (his conduct)—He is indignant (angry, ক্রুদ্ধ) *with* me *at* my conduct.

INDISPENSABLE *to*—Your help is indispensable *to* me (absolutely necessary, অত্যাবশ্যক).

INDULGE *in, with* (a thing given) ; INDULGENT *to*—Do not indulge (আসক্ত হওয়া, প্রশ্রয় দেওয়া) *in* wine. You indulge him *with* your support. He is indulgent *to* his son.

INFECTED *with*—This house is infected (সংক্রামিত) *with* small pox.

INFER *from*—What do you infer *from* his reply (deduce, অনুমান করা) ?

INFERIOR *to*—This toy is inferior *to* that in quality.

INFESTED *with*—This room is infested (উপদ্রুত) *with* rats.

INFLICT (impose) *on*—A heavy fine was inflicted *on* me (দণ্ডবিধান করা).

INFLUENCE (প্রভাব) *with, over* (a person), *upon* (his decision)—I have no influence *with* or *over* him. His speech had a great influence *upon* my mind.

INFLUENCED *by*—His decision was influenced *by* my advice.

INFORM *against* (a person), *of* (a thing)—He informed (complained to) the police *against* me. I informed him *of* it.

[2]INFUSE (ভিতরে ঢুকান) *into*—He infused (put) a new spirit *into* us.

INHERENT *in*—This right is inherent (জন্মগত) *in* us.

INITIATED *into* (taken in as member of a group, দীক্ষিত)—He was initiated *into* our party.

INJURIOUS (ক্ষতিকর) *to*—Smoking is injurious *to* health.

INNOCENT *of*—I am innocent *of* the charge.

INQUIRE *of* (a person) *about, into* (a matter)—I inquired *of* (asked) him *about* the matter. He shall inquire *into* the matter.

INQUIRE *for* or *after* (a thing sought)—Ask how or where he is. He inquired *for* or *after* me.

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[1]Don't write, "He inculcated *my mind with* the idea."

[2]*Infuse* and *inspire* are often confounded. Don't write 'The army *was* infused with *a new* spirit.'

INSENSIBLE *to*—He is insensible (বোধহীন) *to* all sense of shame.

INSIST *on*—He insists (জিদ্ করা) *on* my doing this (not *to do*).

Note

Insist may also be followed by a noun clause *without a preposition* : He *insisted* that I should do this.

[1]INSPIRE (উৎসাহিত করা) (person) *with* (feeling) ; (feeling) *into, in* (a person) (*COD*)—His words inspired us *with* courage. His words inspired courage *into* or *in* us.

INSTIL *into* (infuse gradually, ক্রমে ক্রমে ঢুকান)—He instilled that idea *into* my mind.

INTENT *on*—He is intent (determined, দৃঢ়সংকল্প) *on* going there.

INTEREST or INTERESTED *in*—I take interest (or, am interested) *in* this matter.

INTERFERE *with* (a person or thing), *in* (matter)—Do not interfere (হস্তক্ষেপ করা) *with* me, or *in* my business (meddle). "Pleasure must not be allowed to interfere *with* (be an obstacle to) business." (*Universal Dictionary*).

INTERVENE *in*—You should intervene *in* the dispute and settle it.

INTIMATE (adj.) *with*, (verb) *to*—I am intimate (অন্তরঙ্গ) *with* him. Intimate *to* (inform) me the time of his arrival.

INTRODUCED *to* (a person), *into* (a room) (পরিচয় করান, ঢুকান)—I introduced him *to* my brother, or, *into* the family.

INTRUDE *upon* (a person, or his leisure), *into* (a place) (অনাহূত প্রবেশ করা)—Why did you intrude *upon* him, or *into* the room ?

INVEST *with, in*—He was invested *with* (given, অভিষিক্ত হওয়া) full powers. He invested (deposited with,গচ্ছিত রাখিয়াছিল) his all *in* the bank.

[2]INVESTIGATION (তদন্ত) *of, into*—The investigation *of* the matter has started. The court ordered an investigation *into* the affairs of the company.

INVITE *to* (a party)—I invited him *to* dinner.

INVOLVED *in*—I am involved (জড়িত) *in* debt.

IRRELEVANT *to*—Your remark is irrelevant *to* (not to the point, অপ্রাসঙ্গিক) the discussion there.

IRRESPECTIVE *of*—The boys joined to do the task irrespective *of* (নির্বিশেষে) their caste and religion.

IRRITATED *at, by, with*—He is irritated *at* this disappointment. He was irritated *with* me for my silence. He was irritated (বিরক্ত) *by* being kept waiting so long.

ISSUE *from*—A bear issued *from* the forest (came out, বাহির হইল).

JEALOUS *of*—He is jealous *of* my fame (ঈর্ষান্বিত).

JEER *at*—Do not jeer *at* (taunt) him (বিদ্রুপ করা) .

JEST *at, about*—Do not jest *at* (or, *about*) (make fun of) the sacred things (ঠাট্টা করা).

JOIN (a thing) *to* (another) ; (one) *with* or *to* (another) ; *with* (one) *in* (a thing or game)—Join this angle *to* that. The two families were joined *with* or *to*

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[1]See foot note 2, p. 183.

[2]*Investigate* is a transitive verb, and therefore takes a direct object. The police are *investigating* the matter (not *investigating into or about*).

each other by marriage. England joined *with* France to fight against Germany. I join *with* you *in* your opposition to the bill. I shall join *in* your game (also without *in*).

JUDGE *by*—Do not judge a thing *by* its appearance.

JUMP *at* (an offer), *to* (a conclusion), *with* (joy)—He jumped *at* (readily accepted) the offer. Do not jump *to* (form hastily) a conclusion. He jumped *with* joy to see me.

JUNIOR *to*—He is junior *to* me in service.

JUSTIFICATION *of, for*—What is the justification (ন্যায়সংগত যুক্তি) *of* or *for* his conduct ?

KEY *to*—What is the key (সূত্র) *to* the mystery ?

LABOUR *at* (a work) *under* (a difficulty), *for* (a cause)—He laboured *at* his work *under* great difficulties. He laboured hard *for* public good.

LACK *of* (অভাব) ; LACKING *in* (a thing)—I have no lack *of* friends. He is not lacking *in* politeness.

LAME *of, in* (one leg)—He is lame *of* or *in* one leg (*COD*).

LAMENT *for* or *over*—There is no use lamenting (অনুশোচনা করা) *for* or *over* the past (also without *for* or *over*).

LAUGH *at*—Do not laugh *at* the dwarf (বিদ্রুপের হাসি হাসা).

LAVISH (adj.) *of* (money), *in* (expenditure) ; LAVISH (v.) (favour) *upon*—He is lavish (মুক্ত হস্ত) *of* money, or *in* his expenditure. He lavished favours *upon* me (মুক্ত হস্তে দিল).

LEAN *against, on, upon, to*—He leaned *against* (হেলান দেওয়া) the wall for support. He leaned *on* (ভর করিল) his stick. I lean *upon* (depend, নির্ভর করা) you for help. He leaned *to* my opinion.

LEVEL (verb) (a gun) *at, against* (an object) (*POD*), (a house) *with* or *to* (the ground)—The hunter levelled (লক্ষ্য করিল) the gun *at* or *against* the tiger. The storm levelled the house *with* or *to* the ground (ভূমিসাৎ করিল).

LEVEL (adj.) *with*—This surface is in level *with* that.

LIABLE *to* (harm), *for* (দায়ী) (an action)—He is liable *to* (likely to get) punishment (দণ্ডনীয়) *for* neglect of duty.

LIBEL *on*—The play is a libel *on* human nature (*COD*).

LIKENESS (সাদৃশ্য) *to*—I knew him by his likeness *to* his father.

LIKING *for*—He has a liking *for* me.

LIMITED *to* (সীমাবদ্ধ)—Invitation was limited *to* members only.

LISTEN *to, in* (*to*), *for*—Listen *to* what he says. Did you listen *in to* the Prime Minister last night ? Please listen carefully *for* the telephone bell while I am in the kitchen.

LIVE *in, at* (a place), *on* (a good), *by* (means), *for* (an ideal), *within, beyond* (one's means)—He lives *in* Kolkata or *at* Ranaghat. He lives *on* milk only. Live *by* honest means, and *for* a high ideal. He lives *within* or *beyond* his means.

LONG *for, after*—Everbody longs (desires eagerly) *for,* or *after* happiness.

LOST *in* (thought), *to* (sense of shame)—He is lost (deeply absorbed) *in* thought. He is lost *to* (has nothing of) all sense of shame.

LOYAL (অনুরক্ত) *to*—He is loyal *to* his master.

MAD *with, on* or *about* or *for* or *after*—He is mad *with* anger. He is almost mad *on* or *about* or *for* or *after* the thing (*COD*).

MARTYR *to*—He died a martyr *to* (শহীদ) liberty.

MARRY (one person) *to* (another)—Ram was married *to* Sita.

MATCH (noun) *for*; (verb) *with*—He is no match *for* me. This colour matches *with* (agrees with) that.

MEDDLE *with, in*—Do not meddle *with* (অনর্থক নাড়াচাড়া করা) his machine, or (interfere) *in* my affairs (হস্তক্ষেপ করা).

[1]MEDITATE *upon* (চিন্তা করা) —He meditated *upon* (thought deeply over) the folly of his action.

MEET *with* (an accident)—He has met *with* an accident.[2]

MENACE *to*—'The careless driver is a menace (ভয়াবহ বিপদ) *to* the other road users.'

MERGE *with, into*—Smaller states merged *with* the bigger ones. 'Twilight merged *into* darkness.'

MINDFUL *of*—Be mindful *of* your duties.

MIX *in* (society), *with* (a person), *up, in* (জড়িত)—I shall not mix *with* you. He mixes *in* high life. He is mixed *up* (involved) *in* or *with* that plot.

MOURN *for* (the dead)—We all mourn (শোক করি) *for* him.

MOVED (বিচলিত) *by* (entreaty), *to* (tears), *at* (a sight), *with* (pity)—He was moved *by* my entreaty. He was moved *to* tears (or *with* pity) *at* the sight of my misery.

MURMUR *at, against*—They murmur (complain in low tones, অসন্তোষ প্রকাশ করা) *at* their low wages. People are murmuring *against* the new tax.

MUSE *on*—He mused (thought deeply, চিন্তা করিল) long *on* life's changes.

NATURAL *to*—Such kindness is natural *to* him (স্বাভাবিক).

NECESSITY *for, of, to* (প্রয়োজন)—What is the necessity *for* this book? The general felt the necessity *of* surrender (or surrendering). This is a necessity *to* me.

NECESSARY *for, to*—Industry is necessary *for* or *to* success.

[3](In)NEED *of*; (any or no) NEED *for*—I am in need *of* money. Have you any (or no) need *for* money now?

NEGLECT *of, in*; NEGLECTFUL *of*; NEGLIGENT *of, in* (অমনোযোগী)—He was fined for neglect *of* duty, or for neglect *in* doing his duty. You are neglectful or negligent *of* duty. You are negligent *in* your work.

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[1]But when *meditate* means "*to* have in mind to do or make," it does not require any preposition: He *meditates* resignation. Generally, we meditate *upon* a past action, but *meditate* a future one.

[2]But, we *meet* a person.

[3]The *COD* gives only *of* after *need*.

[1]NEGOTIATE *with* (somebody), *on* (an issue)—We decided to negotiate *with* him *on* our wage revision.

OBJECT *to*—I object *to* that remark (আপত্তি করা).

OBJECTION *to, against* (a proposal), *against* (a person)—I have no objection *to* or *against* the proposal (or, *against* him).

OBLIGE (অনুগৃহীত করা) (a person) *with* or *by* (doing)—He obliged me *with* a loan, or *by* giving me a loan.

OBLIGED *to* (a person), *for* (a thing)—I am obliged (কৃতজ্ঞ, বাধিত) *to* you *for* your kindness.

OBLIVIOUS *of, to* (*POD*)—He sat quietly oblivious *of* or *to* his surroundings.

OBSESSED *by* or *with*—He was obsessed *with* or *by* the idea.

OBSTACLE *to* (বাধা)—Poverty is often an obstacle *to* higher studies.

OCCUPIED *with* (a business), *in* (doing a thing)—He is occupied *with* his books. He is occupied *in* writing a letter.

OCCUR *to*—The idea never occurred *to* me (মনে হয় নাই) .

OFFEND (লঙঘন করা) *against* (a rule) ; OFFENDED *with* (a person), *at* (an action) ; OFFEND *to*—You have offended *against* (violated) good manners. I am offended (displeased, বিরক্ত) *with* your conduct.The smell of this acid is offensive *to* me.

OFFICIATE *for, in*—He officiated (পরিবর্তে কাজ করিয়াছিল) *for* me *in* that post.

OPEN *to*—Your plan is open *to* objection.

[2]OPPORTUNITY *for* (action), *of* (doing)—He had no opportunity (সুযোগ) *of* going there. This is your opportunty *for* action.

OPPOSED *to*—I am opposed (বিরোধী) *to* the proposal.

OPPOSITE (*n.*) *of*—The verdict was the opposite *of* what had been expected.

OPPOSITE (*adj.*) *to*—His house is opposite *to* mine. (Also, without *to*).

OPPOSITION *to*—He offered strong opposition *to* the bill.

OPT *for* (something), *out of* (something)—I opted *for* mathematics as my additional subject. He opted *out of* (chose to take no part in) the committee.

ORIGINATE *with* or *from* (a person), *in* or *from* (a thing) (*COD*)—The idea originated *with* or *from* him. The fire originated *in* or *from* the kitchen.

OUST *from*—He was ousted (বহিস্কৃত) *from* the society.

(To be) OVERCOME *with, by* (emotion) etc., (*COD*)—He was overcome *with* fatigue, or *by* my entreaties.

OVERWHELMED *with, at*—He is overwhelmed *with* grief *at* his brother's death (অভিভূত).

OWE *to*—I owe (be indebted for) my all *to* him (ঋণী হওয়া).

PARALLEL *to*—The straight line is parallel *to* that.

PARODY *on* or *of* (a poem)—This is a parody *on* (or *of*) a poem of Milton (a composition in imitation of another to make others laugh at him, বিদ্রুপাত্মক নকল).

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[1]But *negotiate* a treaty, an agreement, terms, etc.

[2]*COD & POD* allow "opportunity *to do*" also.

PART *from, with* (say good-bye to), *with* (give up) (*COD*)—It is painful for a mother to part *from* or *with* her son. I cannot part *with* this book.

PARTAKE *of*—Let us partake *of* some food (take a share).

PARTIAL *to* ; PARTIALITY *for* (পক্ষপাতী)—He is partial *to* his friend. He has no partiality *for* his friend.

PARTICULAR *about* (সতর্ক) —He is very particular *about* his health.

PARTY *to*—I am not a party *to* this decision.

PASSION *for* (strong enthusiasm, প্রচণ্ড আসক্তি)—He has a passion *for* music.

PATIENT *under* (difficulties), *of* (suffering) ; PATIENCE *with*—He is patient (সহিষ্ণু) *of* his sufferings. Be patient *under* difficulties. He lost all patience *with* me.

(At) PEACE *with*—I want to live at peace *with* you (শান্তিতে) .

PECULIAR *to* (নিজস্ব বৈশিষ্ট্য)—That style of play is peculiar *to* him.

PENETRATE *through, into, to* (*COD*) (অনুপ্রবেশ করা)—The enemy penetrated *through* our lines *into* or *to* the village.

PENITENT *for*—He is penitent *for* his faults (অনুতপ্ত).

PERMIT *of*—Your conduct permits *of* no excuse.

PERSEVERE *in*—He persevered *in* his attempts (বারবার চেষ্টা করা).

PERSIST *in*—He persisted *in* disturbing me (লাগিয়া থাকা).

PERTAIN *to*—The building and the land pertaining (অন্তর্ভূক্ত) *to* it were sold off.

PERTINENT *to*—Points pertinent (প্রাসঙ্গিক) *to* the subject only will be discussed here.

PINE (আকুলভাবে আকাঙ্খা করা) *for*—The exiles pined (desired strongly) *for* their native country.

PITY (অনুকম্পা) *for*—Have pity *for* the poor.

PLAY *at* (a game), *on* (an instrument), *with*—They are playing *at* cricket.[1] He is playing *on* a harp. I shall not play *with* you. He played *with* (treated insincerely) my feelings.

PLEAD *with* (a person) *for* or *against* (something)—He pleaded *with* me *for* justice (or, *against* the wrong done to him, ওকালতি করা).

PLEASED *with* (a man), *about* (one's conduct), *at* (before a gerund)—I am pleased *with* him or *about* his conduct (সন্তুষ্ট). I am pleased *at* finding him here.

PLUNGED *in* (thought), *into* (water)—I found him plunged (engrossed, নিমগ্ন) *in* thought. He plunged (dived) *into* the river.

POINT *out, at, to*—Point *out* the mistakes here. He pointed (নিশানা ঠিক করিল) his gun *at* me. His speech pointed *to* some of our defects.

POLITE *in, to*—He is polite (ভদ্র) *in* his manners (or *to* strangers).

PONDER *on, over*—Ponder (চিন্তা করা) well *on* or *over* my advice.

POOR *in* (spirit)—Don't be poor *in* spirit.

POPULAR *with, for*—He is popular *with* all *for* his goodness (জনপ্রিয়).

[1]Also without *at* in this sense.

POSSESSED *by* or *with* (the devil, an idea) (*POD*), *of* (wealth)—He is possessed *with* or *by* the idea and cannot give it up. He behaved as if he were possessed *by* or *with* the devil. He returned possessed *of* vast wealth.

PRECAUTION *against*—Take precaution (সতর্কতা) *againt* cold.

PREFER (one) *to* another ; PREFERABLE *to*—I prefer (like better) health *to* wealth. Health is preferable *to* wealth.

PREFERENCE *to, over* (*COD*), *for* (a thing)—I give him preference *to* or *over* his brother. I have no preference (বিশেষ পছন্দ) *for* any of the candidates.

PREJUDICE *against* ; PREJUDICIAL *to*—I have no prejudice (bias, বিরুদ্ধে সংস্কার) *against* intercaste marriage. Smoking is prejudicial (harmful) *to* health (ক্ষতিকর).

PRELUDE *to*—The song is a prelude *to* the main function.

PRE-OCCUPIED *with*—He was pre-occupied *with* his own problems.

PREPARE *for* (*COD*), *against* (danger) ; PREPARATORY *to*—He is preparing *for* the examination. Prepare *against* the coming danger. He is packing up preparatory *to* departure.

PRESENT (উপঢৌকন দেওয়া) (a thing) *to* (a person), *with* (a thing)—I presented the book *to* my sister. I presented my sister *with* the book.

PRESIDE *at, over*—He presided *at* the table (or, *over* the meeting).

PRETEND *to* ; PRETEXT *for* (ছুতা) ; (*on* or *under* the) PRETEXT *of*—I do not pretend (ভান করা) *to* high birth. What is your pretext *for* opposing me ? He went inside the house *on* (or *under*) the pretext *of* inspecting the installations.

PREVAIL *on, with, over* or *against*—I prevailed *on* (persuaded, রাজী করান) him to go home. My argument did not prevail (prove effective, কার্য্যকরী হওয়া) *with* him. I prevailed *over* (or, *against*) (overcame) all difficulties (জয় করা).

PREVENT (one) *from* (going)—I prevented him *from* going.

PREVIOUS *to*—Previous *to* (before) that, he was a clerk.

PREY *to* (greed)—noun. He is a prey *to* greed (শিকার).

PREY *upon*—verb. Anxiety preyed *upon* (exert wasteful influence upon) my mind (ক্ষয় করা).

PRIDE (n.) *in* ; PRIDE (v.) (oneself) *on* ; PROUD *of*—He takes pride *in* or prides himself *on* his rank. He is proud *of* his rank.

PRIOR *to*—Prior *to* (before) that, he was a clerk.

PROCEED *with* (a thing already begun), *to* (a new thing) ; *from* (the source) ; *against*—He did not look at me, but proceeded *with* his work. He bade me good-bye, and proceeded *to* work. Light and heat proceed *from* the sun. I shall proceed *against* you in a court (নালিশ করিব).

PROFICIENT *in, at* (*POD*)—He is proficient (strong) *in* or *at* music.

PROFIT *by*—We profit *by* experience.

PROFITABLE *to*—This transaction is profitable *to* me.

PROFUSE *in*—The garden is profuse *in* roses.

PROHIBIT *from*—I prohibited him *from* going.

PROMOTE *to*—He has been promoted *to* a high post (পদোন্নতি হইয়াছে).

PROMPT (চটপটে) *in* (answer), *at* (figures)—He is prompt *in* his answers. He is prompt *at* figures.

PRONE *to*—He is prone *to* (খারাপ দিকে প্রবল ঝোঁক থাকা) idleness.

PROOF *against*—He is proof *against* temptation (প্রলোভনের অতীত).

PROPORTIONATE *to* (আনুপাতিক)—Punishment should be proportionate *to* the offence.

PROTECT *from* or *against*; PROTECTION *against*—I shall protect you *from* or *against* dangers. Take proper protection (সাবধানতা) *against* cold.

PROVIDE *against* (the evil day), *for* (children), (one) *with* (a thing)—You must provide *against* (পূর্বে ব্যবস্থা করা) evil days or *for* your children. I provide (supply, সরবরাহ করা) him *with* food (or, I provide food *to* or *for* him).

PRY *into* (inspecting closely, উঁকি দিয়া দেখা)—I do not like prying *into* your secrets.

PURGE *of* or *from*—The club was purged *of* or *from* bad people.

PURSUANT *to*; (In) PURSUANCE *of* (অনুসারে)—Pursuant *to* (or, In pursuance *of*) (following) your orders, I went there yesterday.

QUALIFIED *for*—He is qualified *for* the post.

QUEST *for*; (In) QUEST *of*—The quest *for* knowledge is an endless one. He went off in quest *of* food.

QUICK *at, of*—He is quick *at* figures, or *of* understanding (চটপটে).

QUARREL *with* (a person), *about, for, over* (a thing)—They quarrelled *with* one another *about* or *for* or *over* the house.

READY *at* (figures), *for* (departure), *in* (answers)—The clerk is ready (quick) *at* figures. We are ready *for* departure. He is ready *in* his answers.

REASON *for* (n.), *with, about* (v.)—What is your reason *for* doing it? Don't reason (argue, তর্ক করা) *with* me *about* that matter.

REBEL *against* (বিদ্রোহ করা)—The soldiers rebelled *against* the king.

RECOMMEND *to, for* (something)—I recommended him *to* my friend *for* the job.

RECONCILED *with, to* (enemy), *to* (an unpleasant situation)—He is reconciled (reunited, পুনর্মিলিত) *with* or *to* his friend. He has become reconciled *to* his lot.

RECOURSE *to* (অবলম্বন করা) —Do not take recourse *to* unfair means to get the thing.

RECOVER *from*—He has recovered *from* his illness.

REFLECT (প্রকাশ করা) *on, upon*—Your rude behaviour reflects only *on* (or *upon*) your nature.

REDUCED *to* (poverty)—He has been reduced *to* poverty.

REFER *to, for*—Refer the matter *to* him *for* inquiry.

REFERENCE *to*—This has a reference *to* your letter dated 5th April.

REFRAIN *from*—I refrain *from* (do not make, বিরত হওয়া) making any remark now.

REGARD (noun) *for*—I have no regard (respect) *for* him.

In (or With) REGARD *to*—In (or With) regard *to* that matter, I have nothing to say (সম্বন্ধে).

REGARDFUL or REGARDLESS *of*—He is regardful (or regardless) *of* the feelings of others (সতর্কদৃষ্টি বা উদাসীন). He opposed me regardless *of* the consequences.

REJOICE *in, at*—"No one rejoiced (উৎফুল্ল হইয়াছিল) *at* (or *in*) their success more than she."—McMordie.[1]

RELATION *of* (one) *to* (another) ; *between* (the two)—What is the relation *of* the moon *to* the tides ? What relation is he *to* you ? What is the relation *between* the moon and the tides ?

RELATED *to* (a family) ; RELATIONS *with*—I am related *to* him. This letter relates (সংশ্লিষ্ট) *to* that. My relations *with* him are good.

RELEVANT *to* (প্রাসঙ্গিক)—Your remark is not relevant (pertinent) *to* the point.

RELIEVE *of, from*—This will relieve (উপশম করা) you *of* or *from* pain.

RELY *on* (নির্ভর কর)—You may rely *on* my word.

REMARKABLE *for*—He is remarkable (noted) *for* his strength.

REMEDY *to* (*COD*) (cure, প্রতিকার)—There is no remedy *for* this disease. (Nesfield has 'remedy *for* or *against* snakebite.')

REMIND (one) *of* (a thing)—I reminded him *of* his promise.

RENDER *into*—Render the passage *into* (পরিণত করা) English.

REPENT *of* ; REPENTANCE *for*—I repent (অনুতাপ করা) *of* my rudeness. I feel repentance *for* my rudeness.

REPLACE (one thing) *by, with* (another)—Replace this old chair *by* (or, *with*) a new one (পরিবর্তে বসান). —*COD*[2].

REPLY *to*—I have sent a reply *to* his enquiry.

REPOSE (confidence) *in* (a person), *in, on* (a bed), *on* (a pillow)—Repose (place, স্থাপন করা) confidence *in* God. He reposed (lay) *in* or *on* bed for some time (শয়ন করিল). He reposed his head *on* a pillow (রাখিল).

REQUIRE (a thing) *of* (a person)—I required a loan *of* him.

REQUISITE (প্রয়োজনীয়) *for*—Sincerity and hard work are the chief requisites *for* success.

RESEMBLANCE *to* (somebody, something), *between* (A and B)—She bears a striking resemblance *to* her sister. The movie bears little resemblance *to* the original novel. The resemblance *between* the two signatures was remarkable.

RESIGN (oneself) *to*—I resigned myself *to* fate (আত্মসমর্পণ করা).

RESISTANCE (বাধা) *to*—The soldiers offered resistance *to* the enemy attack.

RESOLVE *into* (factors), *upon* (determined)—Resolve (analyse) the expression *into* factors. He is resolved *upon* going away.

RESORT *to*—We must resort *to* (use) force to put them down. People resort (come) *to* the temple from everywhere.

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[1] Nesfield has 'rejoice *at* the success of another, but *'in one's* own success.' But *COD* does not make any such distinction.

[2] But we 'substitute one thing *for* another.' See under *substitute* "When *replace* is active it has for its object the name of the thing that is replaced and is followd by *with* ... When the verb is passive with the thing that is replaced, as its subject, *by* is used .... But in a passive sentence where it is necessary to use *by* to denote an agent, *with* must be used before the name of the thing that is substituted." *Current Eng. Usage by F.T. Wood.* But *COD* has—'to fill up place of (*by, with*)'.

RESPECT (শ্রদ্ধা) *for*—I have great respect *for* him.

[1](In) RESPECT *of*—He is senior to me *in* respect *of* (সম্বন্ধে) service.

[1](With) RESPECT *to*—We had a talk *with* respect *to* (about, সম্বন্ধে) that matter.

RESPECTFUL *to*—He is respectful *to* his elders.

RESPITE *from*—I need some respite (বিশ্রাম) *from* the heavy work.

RESPOND *to*—Respond (উত্তর দেওয়া) *to* the roll-call.

RESPONSIBLE *to* (an authority) *for* (one's action)—I am responsible *to* the Board *for* my action.

REST *with, upon*—It rests (depends, নির্ভর করা) *with* you to grant my prayer. I rest *upon* (rely on, নির্ভর করা) your promise.

RESTORE *to* (ফিরাইয়া দেওয়া) —Restore (give back) his property *to* him.

RESTRAIN *from*—He was restrained *from* taking a hasty decision.

RESTRICT *to* (সীমাবদ্ধ করা)—Admission was restricted *to* students only.

RESULT (noun) *of* (a test) ; (verb) *from* (a cause), *in* (a consequence)—The result *of* the examination is out. Misery results *from* vice. Vice results *in* misery.

RETIRE (অবসর লওয়া) *from* (business), *into* (loneliness), *to* (bed), *on* (pension)—He retired *from* service *on* a pension. He retired *into* loneliness in his old age. Let us retire *to* bed.

REVENGE *on, for*—He took revenge (প্রতিশোধ) (or He revenged himself) *on* me *for* opposing him.

REWARD (a man) *with* (something) *for* (service)—He rewarded me *with* the post *for* my help to his boy.

RICH *in*—India is rich *in* minerals.

RID *of*—Get rid *of* (পরিত্যাগ করা) your bad habit. Apply chemicals to get rid *of* (নিষ্কৃতি বা অব্যাহতি পাওয়া) the pests.

ROB (a man) *of* (his money)—The man robbed me *of* my all.

ROW (verb) *with* (a person), *over* or *about* (something)—He is always rowing *with* his friends *over* or *about* trifling matters.

RUDE *to* (someone, *about* (something), *of* (one)—Don't be rude *to* anybody. He was rude *about* my objections to the proposal. It was rude *of* you to interrupt the lady when she was speaking.

SACRED *to* (a god)—The temple is sacred (উৎসর্গীকৃত) *to* Lord Bishnu.

SAD *at*—He was sad *at* leaving school.

SADDLE (somebody) *with* (something)—I was saddled *with* (put under responsibility) the heavy tasks.

SANGUINE *of* (success)—I am sanguine (hopeful) *of* success.

SATISFIED *with, of* (the truth)—I am satisfied (সন্তুষ্ট) *with* him (or his conduct). I am satisfied *of* the truth of what you say.

SATISFACTION *in, at, with*—I find satisfaction *in* helping the poor. Great was his satisfaction *at* or *with* my result.

SATURATED *with*—His clothes were saturated *with* rain water.

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[1]The two phrases do not mean the same thing. In respect of = in point of some quality, and is preceded by an *adjective*. With respect to = about, and qualifies some *noun* or *verb*. We cannot write 'We had a talk in respect of that." or "He is senior to me with respect to service."

SAFE (adj.), SAVE (v.) *from*—He is safe *from* danger. I saved him *from* the danger.

SEARCH *for* ; (In) SEARCH *of*—We searched *for* it there. I went there *in* search *of* him. Our search *for* the thing was of no avail.

SECEDE *from*—A group of people seceded *from* the party.

SECURE (নিরাপদ) *against* (attack), *from* (harm)—The town is secure *against* attacks. His money is secure *from* robbers in a bank.

SEEK *for, after* (খোঁজ করা) (a thing), *of* or *from* (a person) (*POD*)—We sought *for* it there (also, without *for*). We all seek *after* happiness. We sought help *of* or *from* him.

SENIOR *to*—He is senior *to* me in service.

SENSIBLE *of* ; SENSITIVE *to*—I am sensible *of* (aware, অবগত) the risk I run. She is very sensitive *to* cold (ঠাণ্ডায় কাহিল হয়).

SENTENCE *to, for*—He was sentenced *to* death *for* murder.

SEQUEL *to, of*—The division of the land was a sequel (ফল স্বরূপ) *to* the agreement. The famine was a sequel *of* the flood.

SHAME *at, for*—I feel shame *at* or *for* your conduct.

SHORT *of* (fund)—I am short *of* funds.

SHRINK *from*—He shrank *from* going there (পশ্চাদ্‌পদ হওয়া).

SICK (ill, tired, disgusted) *of, for* (a thing)—I am 'sick (পীড়িত) *of* a fever' (*COD*). I am sick (বিরক্ত) *of* this idle life. I am sick *for* my home (অত্যন্ত আকুল).

SIDE *with*—He sided *with* me (দলে আসিল).

SILENT *about, on* (a thing)—He is silent *about* or *on* that point.

SIMILAR *to*—This thing is similar *to* that (সদৃশ).

SIMILARITY *of* (one thing) *with* (another), *between* (two things)—Point out the similarity (সাদৃশ্য) *of* this *with* that (or, *between* the two things).

SIMULTANEOUSLY (একই সাথে) *with*—The members of the opposition raised their hands simultaneously *with* the members of the ruling party on this issue.

SIN *against*—You have sinned *against* God, and must suffer.

SINK *in* (mud), *into* (the sea), *upon* (the ground), *under* (a burden)—He sank *in* mud up to the knees. The ship sank *into* the sea. He sank *upon* the ground quite exhausted. The horse sank *under* the heavy load put upon it.

(The) SLAVE *of*—He is *the* slave *of* his passions (ক্রীতদাস).

(A) SLAVE *to*—He is a slave *to* his passions.

SLOW *of* (speech), *at* (figures), *in* (doing a thing)—He is slow *of* speech or *at* figures or *in* making up his mind.

SLUR *on, over*—This will put a slur (a blame, কলঙ্ক) *on* his name. He slurred *over* his son's faults (passed lightly over, দোষ লঘু ভাবা).

SMELL *of* (wine) (verb)—This glass smells *of* wine.

SMILE *at*—He smiled *at* (greeted with a smile) me. He smiled (laughed jeeringly) *at* your threat (উপহাসের হাসি হাসিল).

SMILE *upon* (অনুগ্রহ করা)—Fortune smiled *upon* (favoured) him at last.

SNEER *at*—Don't sneer (smile to show disrespect) *at* me (অবজ্ঞায় নাক সিটকান).

SNATCH *at*—A drowning man snatches *at* a straw (ধরিতে চেষ্টা করা).

SORRY *for*—I am sorry *for* my mistake.

SPEAK *with, to, about, for, of, on*—I do not speak *with* him. I spoke *to* him *about* the matter. His conduct speaks well *for* him. He speaks highly *of* you. He spoke *on* the subject.

SPECIFIC *for, against* (প্রকৃত প্রতিষেধক)—What is the specific *for* this poison? There is no specific *against* cancer.

SPITE (hatred and anger) *against*—He has a spite *against* me (আক্রোশ).

STAIN *upon, with, in*—Your action is a stain (blot, spot) *upon* your character. The cloth was stained *with* ink. Stain (রঞ্জিত করা) the glass *in* blue.

STAND *on, by, in, to, for, at*—He stood *on* the ground ; *by* what he said ; *in* the street ; *at* attention ; *on* ceremony ; *on* his rights ; *on* the balcony. It stands *to* reason. I shall stand *for* my friends who stood *by* me through all difficulties.

STARE *at* (a person)—He stared *at* me (এক দৃষ্টিতে তাকাইল).

START *for, from* (a place), *at*—He started *from* home *for* Calcutta. He started *at* (was startled by) my sudden entrance (হঠাৎ চমকিয়া উঠিলেন).

STARTLED *at* (surprised) (হঠাৎ চমকিত হইলেন)—He was startled *at* the sight.

STICK *at* (nothing), *to* (a thing)—He sticks *at* nothing (will use every means, কিছুতেই পশ্চাদ্‌পদ নয়) to gain his point. Stick *to* your point (লেগে থাকা).

STRANGE *to*—This name is strange *to* me (অপরিচিত).

STOOP *to*—I cannot stoop *to* (lower myself) such meanness.

SUBJECT (noun) *of, for* (বিষয়); (verb and adj.) *to* (অধীনে)—What is the subject *of* or *for* enquiry ? We were subjected *to* great hardships. We are subject *to* death.

SUBMIT *to* (বশ্যতা স্বীকার করা)—The rebels submitted *to* the king (gave in).

SUBORDINATE *to*—He is subordinate (lower in position) *to* me in service.

SUBSCRIBE *to*—(a fund) I shall subscribe *to* the fund. He subscribes *to* that paper. I don't subscribe *to* his views (agree).

SUBSEQUENT *to*—This happened subsequent *to* (after, পরবর্তী সময়ে) my departure.

SUBSIST *on* (a food)—We subsist *on* rice (live by eating).

SUBSTITUTE (one thing) *for* (another)—Substitute single words *for* the following phrases.[1]

SUCCEED *to* (a property), *in* (an object)—He succeeded *to* (inherited) his father's estates. Jahangir succeeded *to* (came after) Akabar (also, without *to*). He succeeded *in* his object.

SUCCUMB *to*—The pedestrian succumbed *to* the injuries.

SUFFICIENT *for*—This amount is sufficient *for* our purpose.

SUFFER *from* (fever), *for* (one's misdeeds)—I am suffering *from* malaria. You must suffer *for* your misdeeds.

SUITABLE *for, to* (one), *to* (an occasion)—This house is not suitable *for* or *to* me. The speech was not suitable *to* the occasion.

SUITED *to, for*—Your remark is not suited *to* the occasion. He was not suited *for* the post.

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[1]See Note under "replace".

SUPERIOR *to*—He is superior *to* me in all respects.

SUPPLEMENT *to*—This volume is a supplement (পরিপূরক) *to* that.

SUPPLY (a person) *with* (a thing), (a thing) *to* (a person)—He supplied us *with* food. He supplied food *to* us.

SURE *of*—I am sure *of* success.

SURETY *for*—I stand surety *for* him.

SURPRISED *at, by*—I am surprised *at* or *by* his conduct (বিস্মিত).

SUSCEPTIBLE *to, of*—He is susceptible *to* cold. The statement is not susceptible *of* proof.

SUSPECT *of*—I suspect him *of* treachery.

SUSPICIOUS *of*—He is suspicious *of* my motive.

SYMPATHY *for, with*—I have no sympathy *for* or *with* him.[1]

SYMPATHISE *with, in*—I sympathise *with* you *in* your misery.

TALK *with, to, of, about, over*—"I was talking *to* or *with* Jones *about* or *of* or *over* it" (*COD*).

TAMPER *with*—Take care that the records are not tampered *with*.

TANTAMOUNT *to*—His request was tantamount *to* (equal in effect to, গুরুত্ব একই) a command.

TASTE *of* (আস্বাদ) —(1) Experience (noun and verb) : I have had some taste *of* misery. Thou shalt soon taste *of* death. (2) To have the flavour of : This dish tastes *of* garlic.

TASTE *for* (liking for, রুচি)—He has no taste *for* music.

TESTIFY *to*—He testified *to* my honesty (bore witness, সাক্ষ্য দিয়াছিল).

TESTIMONY *to* ; (In) TESTIMONY *of*—The incident stands testimony *to* his honesty. He was presented with a gift in testimony *of* the appreciation of his long service.

THANKFUL *to, for*—I am thankful *to* you *for* your help (কৃতজ্ঞ).

THINK *of, about*—What do you think *of* or *about* him ? He thinks *of* going away.

THINK *over*—Think carefully *over* his advice.

THIRST *for, after*—We all thirst *for* or *after* happiness.

TIDE *over*—He has tided *over* (overcome) the difficulty.

TIRED *of* (waiting), *by* (a walk), or *with* (exertions)—I am tired *of* (বিরক্ত) waiting, *by* the long walk, or *with* (ক্লান্ত) exertions.

TOLERANT *of*—We must be tolerant *of* opposition (সহিষ্ণু).

TOUCH *at* (a place), *upon* (a subject), *with* (pity)—This train does not touch *at* that station. He touched *upon* (referred to, উল্লেখ করিল) the subject in his speech. He was touched (moved, বিচলিত) *with* pity at my misery.

TOY (verb) *with*—He toyed *with* the idea of (think not very seriously about) setting up a free dispensary.

TREAT *with* (a person), *of* (a subject), (one) *to* (a dinner)—He treated well *with* me. This book treats *of* (discusses) music. He treated us *to* (gave us) dinner.

TREMBLE *with* (fear)—The child trembled *with* fear.

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[1]"The exception sometimes taken to following *sympathy* with *for* instead of *with* is groundless." —*MEU.*

TRIBUTE *to*—They paid tribute *to* the departed soul.

TRIUMPH *over*—He triumphed *over* his troubles (won, জয়লাভ করিল).

TRUE *to*—Be true *to* your word.

TRUST (a thing) *to* (a person); (a person) *with* (a thing); TRUST *to* (one's judgement), *in* (God)—You may trust (entrust) the work *to* me, or trust me *with* the work (বিশ্বাস করে দেওয়া). I cannot trust *to* (rely on) his judgement. Trust *in* God.

TYRANNISE *over*—He tyrannised *over* (oppressed) the people.

UNAWARE *of*—I was totally unaware *of* the incident.

UNCALLED *for*—The statement was uncalled *for* (neither desirable nor necessary, অযাচিত).

UNCARED *for*—The child was left uncared *for* (অযত্নে পালিত).

UNEASY (অস্বচ্ছন্দ) *about*—I am uneasy *about* the effect of his action.

UNEQUAL *to*—He is unequal *to* the task.

UNION, (In) UNISON, *with*—I seek union *with* Ram with whom I quarrelled. They act in unison *with* one another.

UNITE *with*—I am now united *with* him.

UNITED (married) *to*—She is united in marriage *to* an engineer.

URGE *upon*—We urged the point *upon* his consideration.

(The) USE *of*; (any or no) USE *for*; (to be *of*) USE *to* (one) *for*—What is the use *of* this (or, *of* my going there)? Have you any use *for* it? I have no use *for* it. This book is *of* great use *to* me *for* success in the examination.

(To be) USED *to*—He is used *to* such hardships (অভ্যস্ত).

USEFUL *to* (a person) *for* (a purpose)—This book is useful *to* students *for* success in the examination.

VAIN *of* (dress)—She is vain *of* her dress (অহঙ্কারী).

VARY *from*; (at) VARIANCE *with*—Your story varies (differs, পৃথক হওয়া) *from* his. Your story is at variance *with* his.

VERSED *in*—He is well versed (learned) *in* politics.

VEST (a power) *in* (a person), (a person) *with* (a power)—That power was vested (ন্যস্ত) *in* me. I was vested *with* that power.

VEXED *with* (a person), *for, at* (a thing)—He is vexed (বিরক্ত) *with* me *for* opposing him. He is vexed *at* my opposition.

VICTIM *of* (বলি)—He was a victim *of* the earthquake disaster.

VICTIM *to* (folly)—He died a victim *to* his own folly.

VIE (প্রতিদ্বন্দ্বিতা করা) *with, in*—They vied (competed) *with* one another *in* their eagerness to honour me.

(In) VIEW *of*; (with a) VIEW *to*—In view *of* (considering, বিবেচনায়) what you say, I pardon you this time. He came here with a view *to* (উদ্দেশ্যে) getting (in order to secure) my approval.

VITAL *to*—Rest and care are now vital *to* his health (স্বাস্থ্যের পক্ষে অত্যাবশক).

VOID *of* (sense)—Your remark is void *of* (without) any meaning (শূন্য).

VOUCH *for*—Can you vouch *for* (express confidence, প্রত্যয় সহকারে বলা) his honesty?

VULNERABLE *to*—He is vulnerable *to* criticism.

WAIT *for*—(a person), *at* (a place), *upon* (attend on)—We waited *for* you *at* the corner. I waited *upon* (attended, সেবা করা) the guest.

WANT *of* (noun) ; WANTING *in*—I have no want *of* money now. He is wanting *in* common sense.

WARN (সতর্ক করা) (a person) *of* (danger), *against* (a person or a thing or a doing) (*COD*)—I warned him *of* his danger. I warned him *against* his neighbour (or gambling).

WEAK *of* (understanding), *in* (mind)—He is weak *in* mind and *of* intelligence.

WEARY (adj.) *of*, (verb) *with*—I am weary *of* their constant quarrel. I do not want to weary him *with* further requests.

WINK *at* (দেখিয়া না দেখা)—Do not wink *at* (ignore) your son's faults.

WISH *for*—I do not wish *for* riches.

WITNESS *against, for, to, of*—The doctor will act a witness *against* (or *for*) the defence. His clothes are a witness *to* his poverty. This man is a living witness *of* my loyalty.

WONDER *at*—We wondered *at* his ignorance.

WORTHY *of* (favour)—He is worthy *of* praise.

YEARN (আকাঙ্খা করা) *for, to*—We yearned *for* a glimpse of the popular leaders. He yearned *to* return to his home.

YIELD *to*—The rebels yielded *to* the king (surrendered, বশ্যতা স্বীকার করিল).

ZEALOUS *for, in*—He is zealous (eager) *for* freedom. Be zealous *in* a good cause.

ZEST *for*—I have no zest (interest, অনুরাগ বা আগ্রহ) *for* the work now.

CHAPTER XXXI

GROUP VERBS

349 Many verbs when followed by prepositions or adverbs acquire an idiomatic sense. Thus : I shall *call on* (visit) him. Here the verb *call* has been grouped with the preposition *on*, and *call on* acquires an idiomatic sense quite different from the normal meaning of the words *call* and *on*. Verbs when grouped in such manner are called **Group Verbs** or **Phrasal Verbs.**

350 Act

Over-exercise *acts upon* (affects, ক্ষতি করে) one's health. *Acting upon* (নির্ভর করিয়া) the news, I went there.

This machine does not *act up to* (আশানুরূপ কাজ করা) my expectation.

He *acted for* me (on behalf of) while I was ill.

I *acted on* my brother's advice.

(351) Bear

He *bore away* (won, জয় করিয়া লাভ করিল) the first prize.
He *bore down* (overcome) all resistance.
He *bore off* (বিজয় গর্বে বহন করিল) the prize.
Your point has no *bearing on* (relevance, সম্বন্ধ) the present case.
Your report *bears out* (confirms, সমর্থন করে) his story. Dr Roy will *bear* me *out* what I have said.
Pride *bore* him *up* (sustained, তাজা রাখিয়াছিল) in adversity.
I cannot *bear with* (tolerate, সহ্য করা) such conduct.

(352) Blow

The wind *blew away* (removed) the dry leaves.
The door opened and the boys *blew in* (*into*) the room (arrive noisily, cheerfully, হৈ হৈ করে ঢোকা).
The chimnies *blow off* (emit, নির্গত করা) thick smoke.
The child *blew out* (put out, নিভাইয়া ফেলিল) the candle.
The storm will soon *blow over* (stop blowing, থামিয়া যাইবে).
The engine *blew up* (exploded). A storm is *blowing up*. His abilities have been greatly *blown up* by his friends (exaggerated, অতিরিক্ত করা).

(353) Break

The thief *broke away* (freed himself) from the jail.
His health *broke down* (ভেঙ্গে পড়ল) through over-work.
The sun *broke forth* (হঠাৎ প্রকাশিত হইল) from the clouds.
The robbers *broke in* (forced their way in) at night. Horses are being *broken in* (trained, শিক্ষা পাইতেছে) for military purpose.
Last night a thief *broke into* (enterd by breaking) my house.
The mob *broke in upon* (হঠাৎ জোর করিয়া ঢোকা) the meeting.
He *broke off* (stopped, হঠাৎ বন্ধ করিল) in the middle of his speech.
Smallpox has *broken out* in the town. The thief *broke out* (প্রাদুর্ভাব হওয়া) *of* the prison (escaped by breaking).
They *broke* (forced a passage) *through* the main gate.
The meeting *broke up* at 5 p.m.
He has *broken with* me (part from, বিচ্ছেদ ঘটেছে).

(354) Bring

His ruin was *brought about* (caused, ঘটান) by his own folly.
I shall *bring back* (return, ফিরাইয়া দেওয়া) the book tomorrow. If you are going to the shop, please *bring* me *back* a packet of tea. The sight of the fair *brought back* (restored) old memories. The change in place *brought* him *back to* health (restored to).
This will *bring down* (কমান) the prices of things. The enemy aircraft was

brought down.

This tree *brings forth* (produces, উৎপন্ন করে) good fruit.

The subject was *brought forward* (উত্থাপিত হওয়া) for discussion in the meeting. Can you *bring forward* (এগিয়ে নিয়ে আসা) (produce) any proof of what you say? The ceremony has been *brought forward* from June 15 to June 13.

My business *brings in* (yields) good income. They tried to *bring in* (introduce) a new fashion (or a new custom). The legislators will *bring in* (উত্থাপিত করা) a new bill on secondary education. They have *brought in* experts to tackle the situation.

We *brought off* a grand victory.

Over-eating *brings on* (causes, ঘটায়) dyspepsia. Plenty of rains is *bringing* the crops *on* nicely.

He has *brought out* (published, বের করেছেন) a new edition of his book. Proper training will *bring out* the best in him.

The patient was *brought round* (ভাল করান) by careful nursing. After much persuation, we managed to *bring* him *round* (win over).

He was very ill but proper medicines and good nursing *brought* him *through* (restored to health).

The boy fainted but was soon *brought to* (জ্ঞান ফিরান হইল). The ship was *brought to* by open shelling (came to stop).

The rebels have been *brought under* (subdued, বাগ মানান).

He was *brought up* by his aunt (reared, লালিত পালিত হওয়া). We *brought up* some important matters for discussions in the meeting.

(355) Burst

A tiger *burst forth* (issued suddenly, হঠাৎ বাহির হইল) from the jungle.

She *burst into* (কান্নায় ভাঙ্গিয়া পড়িল) tears at the sight of her son's misery.

He *burst out* weeping like a child.

The rebels *burst upon* (came suddenly, হঠাৎ উপস্থিত হইল) the king.

(356) Call

I shall *call at* (visit a place, কোনখানে যাইয়া দেখা করা) your house tomorrow morning.

Mr Roy will *call by* me (pay a short visit) tomorrow.

I *called for* (demanded, চাহিলাম) his explanation. The situation *calls for* (requires) immediate action.

His heroism *called forth* (elicited, উদ্রেক করিল) the admiration of all.

Please *call in* a doctor (invite, ডাকিয়া আনা).

The strike was *called off* (cancelled).The noise *called off* (diverted) my attention.

I shall *call on* (visit a person, দেখা করিব) you tomorrow. He *called on* (appealed to) me *for* help.

The troops were *called out* to restore order.

The teacher is *called over* the roll.

I *called to* (addressed loudly, দূর হইতে ডাকিলাম) him from the roof.

He was *called upon* (ordered) to explain his conduct. I shall *call upon* (visit) him tomorrow. I now *call upon* (invite) Mr Roy to address the meeting.

I cannot *call up* (remember, স্মরণ করা) his name.

(357) Carry

He *carries about* (নিয়ে বেড়ায়) a pistol wherever he goes.

He was *carried away* by his enthusiasm.

He was *carried away* or *off* (বাহিত হইল) by the current. Cholera has *carried off* (taken the life of) many of my men. He *carried off* (own) all the prizes.

I shall *carry on* (continue, চালান) the work in your absence.

I shall *carry out* (execute, পালন করা) your orders.

He *carried* the bill *through* the council. Only courage *carried* him *through* (বিপদ-আপদ কাটাইয়া উঠিতে সাহায্য করা) the crisis.

(358) Cast

He is *casting about for* (looking for, তন্ন তন্ন থাকা) an opportunity to escape.

He has *cast aside* or *away* or *off* (rejected, পরিত্যাগ করা) his old coat.

He was *cast down* (depressed, ম্রিয়মান হওয়া) by his failure. She *cast down* her eyes at the mention of her husband's name.

If you come to me, I shall not *cast* you *out* (reject, দূরে সরিয়ে দেওয়া).

(359) Clear

Ask the servant to *clear away* (পরিষ্কার করা) the table. The mist has *cleared away*.

He worked overtime to *clear off* arrears of work. *Clear off* (get out) from here.

The sweeper *cleared out* the drain. Please *clear out* (leave) from the room.

The weather is *clearing up*.

(360) Come

How did it *come about* (happen, ঘটা) ?

I *came across* (met, দেখা পাওয়া) him on the way.

The night guard *came after* (পিছনে তাড়া করা) the thief with a big stick.

Come along (hurry, তাড়াতাড়ি করা), it is getting late. The garden is *coming along* (growing) nicely.

The truth is very difficult to *come at*. He *came at* (attacked) with a sharp weapon.

The handle of the umbrella *came away* (became detached, খুলে গেল).

Jobs are difficult to *come by* (to obtain). How did you *come by* that cut on your forehead ?

My father *came down* generously (made a generous gift of money). The roof *came down* (collapsed, ভাঙ্গিয়া পড়িল) suddenly. The prices of commodities *came down* (কমে গেছে) after the budget.

He *came down with* (paid, চুকিয়ে দেওয়া) my dues.

None *came forward* to stand witness.

He *came in for* (receivd) punishment for his conduct.

He *comes of* (is descended from, জন্মগ্রহণ করা) a good family. Nothing *came of* his proposal (it led to no result).

The ceremony *comes off* (takes place) tomorrow. He *came off* (fared, ফল দেখান) victorious. A button has *come off* the coat.

Come on ! Let us join the race. How is your garden *coming on* ?

The secret *came out* (became exposed, প্রকাশ পাইল) at last.

They have *come over to* (changed sides, পক্ষ পরিবর্তন করা) our side. A change *came over* him after his son's death.

He *came round* (recovered, ভাল হইল) very soon. He has *come round to* my opinion (changed views, মত পরিবর্তন করা). Won't you *come round* (revisit) and see me sometime ?

His monthly expenses *come to* a high figure. We have not yet *come to* any conclusion. He fainted, but soon *came to* (recovered, সংজ্ঞা লাভ করিল) consciousness.

I fell ill before the examination but luckily *came through*. The message has just *come through* (arrived).

I *came upon* (met by chance) my friend at the hotel. The enemy *came upon* (fell on, আক্রমণ করিল) us from behind.

Your essay does not *come up to* (is not equal to) expectation.

I gave the chase and soon *came up with* (got hold of, নাগাল পাইলাম) the thief.

(361) Cry

Do not *cry down* (decry, খাটো করা) your enemy.

I planned to take part in the tournament but *cried off* (abandoned, পরিত্যাগ করা) at the last moment.

The beggars *cried to* (begged) the rich man for food.

A trader *cries up* (extols, বাড়িয়ে বলা) his own goods.

(362) Cut

He *cut down* the tree with an axe. *Cut down* your expenses.

He *cut in* (to take part suddenly, হঠাৎ অংশগ্রহণ করা) in the middle of our talk.

He lives in a foreign country, *cut off* (separated) from his kith and kin. He was *cut off* (died) at an early age.

One of the aircraft's engines *cut out* (stopped functioning). He is *cut out* (suitable, উপযুক্ত) for this job. I *cut* him *out* (defeated) in the competition.

He was *cut up* (grieved, মর্মাহত হওয়া) by your criticism. He *cut up* (টুকরা করিয়া কাটিল) the roast.

(363) Do

They have *done away with* (abolished, উঠাইয়া দিয়াছে) that rule.

This plank will *do for* (serve as, টেবিলের কাজ করবে) a table.

I am *done for* (*i.e.*, ruined).

Doff (contraction of *do off* = take off) your coat.

Don (= do on *i.e.,* put on, পরিধান করা) your coat.

I am quite *down up* (fatigued, অত্যন্ত ক্লান্ত) with the journey. Who is to *do up* (arrange, গুছান) your room every day?

What will you *do with* (what *use* will you *make of*) this bundle?

A politician has to *do with* (deal with) all sorts of people. Please return the book when *done with* (finished).

He cannot *do without* (ছাড়া চলে না) the services of a secretary.

(364) Draw

My attention was *drawn away* (diverted, অন্যদিকে নেওয়া) by the noise.

I cannot *draw back* (recede, পশ্চাৎপদ হওয়া) from my promise.

The Rajdhani Express is *drawing in* (entering the station).

The Pujas are *drawing on* (এগিয়ে এসেছে). I shall *draw on* the bank for cash.

He *drew out* (prolonged, লম্বা করিল) his points at great length. *Draw out* the aching tooth. I cannot *draw out of* (withdraw from, পশ্চাৎপদ হওয়া) the contract now.

I *drew to* (felt attracted by, আকৃষ্ট হওয়া) the boy from the first day.

I *drew up* (drafted, মুসাবিদা করিলাম) a petition. The troops were *drawn up* (সাজান) in battle order.

(365) Drop

His friends *dropped away* (became fewer, সরে পড়া) one by one.

Some friends *dropped by* to see me.

On my way back, I shall *drop in* (pay a casual visit, দেখা করিব) for a cup of tea.

My friends *dropped off* (সরে পড়া) one by one. The demand for the product *dropped off* (কমিয়া যাওয়া). He always *drops off* (falls asleep, ঘুমাইয়া পড়া) during the lecture.

Five of the runners *dropped out* (ceased to compete).

(366) Fall

He has much *fallen away* (become lean, শীর্ণ হওয়া) since I saw him last. His friends *fell away* (left him, সরে পড়ল) in his misfortune.

They *fell back* (retreated, পশ্চাৎপদ হইল) under the charge.

We *fell back upon* (had recourse to, অন্য পন্থা ধরিলাম) a new line of defence.

He *falls for* (yields to charms, মোহিত হওয়া) every pretty face he sees.

The roof *fell in* (gave way). The captain ordered his men to *fall in* (to take places in the ranks, সারিবদ্ধভাবে দাঁড়ান).

I *fell in with* (met by chance, হঠাৎ দেখা হওয়া) him on my way to Bombay. I cannot *fall in with* (agree with or to, একমত হওয়া) your views.

The quality of Dacca muslin has much *fallen off* (হ্রাস হওয়া). False friends *fall off* (drop off, খসে পড়ে) in misfortune.

He *fell on* (attacked) me without any reason. The charge of the family *fell on*, (ন্যস্ত হইল) me after my father's death.

The brothers *fell out* (quarrelled) over their father's property. He has *fallen out* (quarrelled) with his friend Ajay.

The scheme *fell through* (failed) for want of funds.

They *fell to* (began eagerly, সাগ্রহে আরম্ভ করিল) eating.

(367) Get

I am too ill to *get about* (come out of doors). A rumour *got about* (spread) that he was ill.

The secret *got abroad* (became public, ছড়িয়ে পড়ল).

He has *got ahead* (surpassed) of all other boys in the class.

How are you *getting along* or *on* (doing, progressing) at school ? How can I *get along* (manage to do, চালান) without money ? He *gets along* well *with* his colleagues (maintains good relationship).

We could not *get at* (reach) the truth. What are you *getting at* (suggest) ?

The prisoner *got away* (escaped) from the jail.

The situation will *get back* to normal.

The boy *got beyond* (নাগালের বাইরে যাওয়া) his depth and was drowned.

You can *get by* (be acceptable) with this dress in the party. It is difficult to *get by* (manage) with such a salary.

The mishap *got* him *down* (depressed). Please *get down* (write) his address. Let us *get down to* (কাজে লাগা) our job.

What time did the train *get in* (arrive) ? Mr Roy will certainly *get in* (elected) this time. The rain can *get in* (enter) through the broken window pane. We have a long waiting list, I don't think your son will *get in* (admitted) this year.

He *got into* a carriage. He *got into* (বিপদে পড়িল) trouble there. In the hostel, he *got into* bad habits. What has *got into* (happened) you today ?

He *got off* the car. He *got off* (escaped) unharmed. We *got off* (started) immediately after the lunch. His youth and inexperience *got* him *off* (saved him from punishment). You are lucky that you *got off with* only a fine.

How is he *getting on* (doing, progressing) at school ? I cannot *get on with* (মিলিয়ে চলা) him.

Get out of the room. The secret will soon *get out* (become public).

He *got over* (overcame, অতিক্রম করিল) the difficulties.

It will take five hours to *get through* (finish) the work. I hope to *get through* (succeed in) the examination. He has not yet *got through* (succeed in) the examination. He has not yet *got through* (recovered from, সেরে উঠা) his illness. I tried to contact you over telephone, but could not *get through.*

Get up at five. An agitation was *got up* (stirred up, পাকিয়ে তোলা) against the bill. *Get up* (prepare) your lessons carefully. He was fined for *getting up* (production) false evidence. The *get up* (binding, printing, etc.) of the book is excellent.

(368) Give

He has *given away* (দান করিয়াছেন) his all in charity. He *gave away* (সমর্পন করা) his daughter in marriage. The president *gave away* the prizes.

I at first opposed the proposal, but at last *gave in* (yielded, বশ্যতা স্বীকার করা). He has *given in* (tendered) his resignation.

This flower *gives off* or *forth* (emits, দেয়) a sweet smell.

He *gave out* (declared) that he was ill. My patience *gave out* (exhausted) at last.

They were *given over* (handed over) to the enemy. He *gave over* (হস্তান্তরিত করা) the charge to me.

Give up (ছেড়ে দেওয়া) this bad habit. I tried hard but ultimately I had to *give up* (abandon).

(369) Go

I am too weak to *go about* (move about, ঘুরে বেড়ানো). *Go about* (do) your business. A strong rumour is *going about* (is in circulation, চালু হওয়া) that he will leave us shortly.

He *went abroad* (away from home, especially to a foreign country) five years ago.

The dog *went after* (followed) the hare.

I cannot *go against* (বিরুদ্ধে যাওয়া) your will.

All arrangements are *going ahead* (making progress) to celebrate the occasion.

As you *go along*, you will find the job interesting. It is difficult to *go along with* (agree, মানিয়ে নেওয়া) you on this point.

Don't *go aside* (deviate, অন্য পথে যাওয়া) from the path of virtue.

The two brothers *go at* (attack) each other at the slightest provocation. They are *going at* it (making the best possible effort, যথাসাধ্য চেষ্টা করা) for all they are worth.

He has *gone away* (left) from here for good.

I cannot *go back upon* or *from* (fail to keep, খেলাপ করা) my word.

The boy *went beyond* (exceeded) his depth and was drowned.

He *goes by* (is known by, পরিচিত) a false name here. He talked of days *gone by* (past). It is a good rule to *go by* (to be guided by, পরিচালিত হইতে). I shall *go by* (কথামত চলিব) what my teacher says.

The sun has *gone down*. The price of butter has *gone down*. Netaji will *go down* in Indian history as a great patriot. He has *gone down with* fever.

He *goes* here *for* (is regarded as, বিবেচিত হয়) a scholar. All my work *went for* nothing. Shall I *go for* (fetch) a doctor?

The people *went forth* to welcome the leader. A rumour *went forth* (became public, জানাজানি হওয়া) that the prince was dead.

My supporters will *go in for* (favour, support) the abolition of that rule. I shall *go in for* the law (become a lawyer, আইনজীবী হইব).

The party *went off* well (passed, সম্পন্ন হওয়া). The pistol *went off* (was discharged) suddenly.

Go on (continue, চালিয়ে যাও) *with your* work. What is *going on* here ?
Don't *go out* in the sun. The lamp *went out* (নিভিয়া গেল)suddenly.
He *went over* (changed sides) *to* the enemy. Please *go over* (examine, পরীক্ষা করা) the accounts.
I *went through* (experienced, ভোগ করিলাম) great suffering. I have *gone through* (examined fully) the book. I heard that the proposal *went through* (was accepted, গৃহীত হইয়াছিল) without any opposition.
The cost of living has *gone up* (বৃদ্ধি পাইয়াছে). The whole mine *went up* in flames.
He does not *go upon* (follow, অনুসরণ করা) any fixed principles.
I *go with* (agree with) you in this matter.
He has been *going without* food for two days.

(370) Hand

This legend has been *handed down* (passed on) from the past.
He has *handed in* (tendered) his resignation.
Hand on (pass on, সঁপে দেওয়া) the book to your friend.
Hand over (deliver) the thief to the police.

(371) Hang

Why do you *hang about/hang around* (move suspiciously, সন্দেহজনকভাবে ঘোরাঘুরি করা) the examination hall ?
I cannot *hang back* (hesitate, পশ্চাৎপদ হওয়া) when others are advancing.
He *hung down* (মাথা নীচু করিলেন) his head with shame.
I do not like to *hang on* (depend on) others for my bread. Would you *hang on* (wait) a minute, please ? He *hung on* (ঝুলে থাকা) until the wire snapped.
People *hung out* (displayed) flags to welcome the President. Where do you *hang out* (live) now ?
The debate has been *hung over* (postponed, মুলতুবী থাকা).
You should all *hang together* (support one another) and achieve the success.
Hang up (suspend, ঝুলাও) this picture in my study. I cut short the telephone conversation and *hung up* (replaced the receiver).
The crowd *hung upon* (listened attentively to) the speaker's words.

(372) Hold

Do not *hold back* (conceal, গোপন করা) anything from me. When others are moving on, I cannot *hold back* (lag behind, পিছনে পড়িয়া থাকা).
Only he *held by* (adhered to, লেগে থাকা) me in my danger.
Hold in (check, সংযত করা) your temper.
You should *hold off* (keep aloof, দূরে থাকা) from such agitation. *Hold off* for a minute, please.
He *held on* (stuck to, লেগে রইল) his course through all opposition.
The boy *held on to* (not let go) the rope to save himself.
He *held out* (extended) his hand (or, great hopes) to me. The rebels *held out*

(resisted, বশ্যতা স্বীকার না করা) for months. The ration will not *hold out* (last) for more than a week.

The debate has been *held over* (postponed, মুলতুবী রহিল).

Do you still *hold to* (stick to, লেগে থাকা) your plan?

The brothers *held together* (একত্রে রহিল) for a long time.

Hold up (keep up, জাগিয়ে রাখা) your spirits for a few days more.

She was *held up* (exhibited, জাহির করা) before us as an example. All traffic was *held up* (stopped) for one hour. The dacoits *held up* (threatened to rob) the passengers at gun point.

I *hold with* (agree, একমত হই) you in this matter.

(373) Keep

Fire *keeps away* or *off* (দূরে রাখে) wild animals. *Keep away* or *off* from evil company.

He is too fickle to *keep at* (stick to) anything.

I never *kept back* (concealed, লুকান) anything from you.

He failed to *keep down* (চেপে রাখা) his anger.

You must *keep from* (aloof from, দূরে থাকা) such friends.

It is wise to *keep in* (stay indoors, ঘরের ভিতরে থাকা) while it rains. The fire will *keep in* (continue burning) till midnight.

I cannot *keep in* (continue to agree, সব সময়ে সায় দেওয়া) *with* you any longer.

He *kept on* (continued) ringing the bell.

I was *kept out* (দূরে রাখা হইয়াছিল) of the business.

Keep to (stick to, লেগে থাকা) your promise. *Keep to* the left.

I shall *keep up* (maintain, রক্ষা করা) the prestige of my family. He *kept up* (remained awake, জেগে রইল) the whole night. *Keep up* your spirits despite all hazards.

Try to *keep up with* (keep pace with, সমান থাকা) the class.

(374) Knock

He has no fixed place to live in, he *knocks about* (leads an unsettled life) at different places.

He was *knocked down* by the taxi. The building was *knocked down.*

The workers usually *knock off* (stop work) at five o'clock. I shall *knock off* (deduct) five rupees if you buy two pieces.

Ali *knocked out* his opponent in two rounds. I was *knocked out* (overwhelmed) by the news.

Please *knock* me *up* at five o'clock. She *knocked up* a meal (prepared hurriedly) for us. He was *knocked up* (tired) after the long chase.

(375) Lay

He began to *lay about* him (deal blows, ঘুষি চালান) in anger.

Lay aside (cast aside, সরিয়ে রাখা) your formality. *Lay aside* (reserve, ভবিষ্যতের জন্য

সরিয়ে রাখা) something for old age.

Lay by (store up for future use) something for old age.

No such rules are *laid down* (written, লিপিবদ্ধ) in the book. The king *laid down* (gave up, ছেড়ে দিলেন) the burden of State. He *laid down* (sacrificed, ত্যাগ স্বীকার করিলেন) his life for the country.

He *laid out* (expended) his all in business. The garden is well *laid out* (সাজান)

I am *laid up* (confined to bed, শয্যাগত) with fever. He has *laid up* (stored) enough for old age.

(376) Look

He is *looking about for* (searching for, খোঁজ করা) a house.

He will *look after* my boy (take care, দেখাশুনা করা).

Don't *look down upon* (deride, ঘৃণার চোখে দেখা) the poor.

I *looked for* (expected, আশা করিয়াছিলাম) better treatment from you. *Look for* (search for) the letter in the box.

We *look forward* to (expect with pleasure, সাগ্রহে প্রতীক্ষা করা) his visit.

I shall *look in* (pay a short visit, অল্পক্ষণের জন্য দেখা করিতে আসা) when I pass by his house. I shall *look into* (enquire into, তদন্ত করা) the matter.

I *look on* (or *upon*) (regard, মনে করি) you as my best friend.

The balcony *looks on* (overlooks) (*to*) the river.

I *looked out* of the window. The captain ordered the men to *look out* (be on the watch, সজাগ থাকা).

The eagle is *looking out for* (on the watch for) prey.

Please *look over* (examine, পরীক্ষা করা) the applications.

I have *looked through* (examined carefully) the book.

Look (attend) *to* your own affairs. I *look to* (rely on, ভরসা করা) you for help.

Prices of all things are *looking up* (rising) every day. Please *look* me *up* (visit) on your way to the station. *Look up* (find out) the word in the dictionary. After a dull period, the business is *looking up* (improving) now.

I *look up to* (respect) him as my elder brother.

(377) Make

The dog *made after* (pursued, পিছনে ছুটিল) the hare.

He *made away with* (destroyed, শেষ করিল) his own life.

The ship *made for* (moved towards) the port. Regular habits *make for* (contribute to) good health.

What do you *make of* (understand, বুঝা) the letter? This table is *made of* (composed of, নির্মিত) teak wood.

The man *made off* (ran away, পালিয়ে যাওয়া) *with* my bag.

I cannot *make out* (understand) what you say. He *made out* (প্রতিপাদন করিল) a strong case for me. *Make out* (prepare) a list of your books.

He *made over* (delivered, সমর্পণ করিল) charge to me.

Two boys are still wanted to *make up* (complete, পূর্ণ করা) the required number.

I shall *make up* (ক্ষতিপূরণ করা) my loss in six months. We *made up* (composed, মিটিয়ে ফেললাম) our quarrel. He has not yet *made up* (decided, মনস্থির করা) his mind. Nothing can *make up for* (compensate for) the loss of health.

(378) Pass

The coluds have *passed away*. He *passed away* (died) at night.
The rain has *passed by*. He *passed by* (ignored, উপেক্ষা করা) my faults.
He *passed for* (was regarded as) a rich man there.
The train has *passed off* (ceased gradually). He was punished for trying to *pass off* (deceive with, ঠকাইয়া চালান) false coins. The ceremony *passed off* well (was a success).
Let us *pass on* (proceed) to another subject.
My claim was *passed over* (neglected).
He *passed through* the crowd safely. He *passed through* (experienced) great hardships in life.

(379) Pick

Why do you always *pick at* (find fault with, খুঁত ধরা) me?
Why should you *pick on* (single out for something unpleasant) me everytime?
Can you *pick out* (identify) the culprits in this gathering? He *picked out* (played, বাজান) Russian tune in the violin.
Where did you *pick up* (learn) your English? The smugglers were *picked up* (arrested) by the police. Did you *pick up* (collect, সংগ্রহ করা) the shirt from the laundry? Share prices have *picked up* (improved in business, তেজীভাব হওয়া). Where did you *pick up* malaria? Suddenly the car *picked up* (gathered) speed and disappeared. Our TV cannot *pick up* (receive) Bangladesh. He fell ill but soon *picked up* (recovered, একটু একটু করিয়া শক্তি লাভ করা) health. I asked him to *pick* me *up* (give me a lift, গাড়িতে তুলিয়া লওয়া) on way to office.
Where did you *pick up with* (met, সাক্ষাৎ হওয়া) that queer fellow?

(380) Pull

The labourers are *pulling at* (trying to remove, টানিয়া সরান) the heavy machine.
Failing to yield me, they started *pulling* me *apart* (criticise unfavourably, নিন্দা করিয়া বেড়ান).
We decided to *pull down* (demolish, ভাঙ্গিয়া ফেলা) the old building. He looks much *pulled down* (lowered in health or spirits, ভগ্নোদ্যম, ভগ্নস্বাস্থ্য).
He is *pulling in* (earning, রোজগার করা) a lot of money, I suppose. He was *pulled in* (detained, arrested) by police for questioning. The train *pulled in* (entered the platform) on time.
The children *pulled off* (removed, খুলে ফেলা) the cover as soon as the packet was presented to them. Our team *pulled off* (achieved, সাফল্য লাভ করা) a brilliant victory.
The train *pulled out* (left) of the station. He was *pulled out of* (সমস্যামুক্ত হওয়া)

the difficult situation. The lorry *pulled out* from behind the car.

He is in great difficulties but he will *pull through* (overcome, বিপদ কাটাইয়া ওঠা) if we offer him a little help. He was critically ill but has *pulled through* (recovered).

They are *pulling together* (work in harmony, মিলেমিশে চলা) nicely.

I *pulled up* (stopped) the car as the traffic police showed his hands. He was *pulled up* (reprimanded, তিরস্কৃত হওয়া for his insubordination. Initially he was trailing but soon he *pulled up with* others (improved relatively).

(381) Put

I hear many stories that are being *put about* (spreading rumours).

He failed to *put across* (communicate successfully, সঠিকভাবে বোঝানো) his ideas to the committee.

You should *put aside* (save) sufficient money for your daughter's marriage. *Put aside* your work and listen to me.

Put away (lay aside, সরাইয়া রাখা) enough money for the old age. I tried much but had to *put away* (give up) the idea of building a house of my own. The pet was suffering much and it had to be *put away* (put to death).

Put back (restore, ফিরাইয়া রাখা) the book in its proper place.

Put by (lay aside) something for future days.

The rebellion was *put down* (suppressed, দমন করা) with a high hand. *Put down* (write, লেখা) your name on this paper.

He *put forth* (exerted, প্রয়োগ করা) all his energy in the task. Trees *put forth* (অঙ্কুরিত করা) new leaves in spring.

The members *put forward* (preferred, উত্থাপন করা) a suggestion for consideration. Dr. Chowdhury *put forward* (advanced) a new theory on solar energy.

I have *put in* (submitted, দাখিল করা) my claim. He has *put in* ten years' service. He talked so fast that I could not *put in* (ঢোকানো) a word. Please *put in* (plead on my behalf) a good word for me.

Don't *put off* (postpone) your work. *Put off* (remove) your shoes.

Put on (wear) your clothes. The blame was *put on* me. He has *put on* (added) a lot of weight. Gavaskar and Viswanath *put on* ninety runs.

Put out (extinguish, নিভিয়ে দাও) the lamp. The death of the General *put out* (নিরুৎসাহ করিল) the soldiers. His eyes were *put out* (drawn out). He *put out* (stretched out, প্রসারিত করা) his hand.

The task was *put through* (carried out). After many attempts the telephone connection was *put through*. The trainees were *put through* (had to undergo) a rigorous schedule.

Put up (post) the notice here. *Put up* (raise) a fence round the garden. I am *putting up* (staying for some time, অল্প কিছুদিনের জন্য থাকা) with my friend. He will *put up* (lodge, বাস করা) at my place. They *put up* (offered) a strong resistance.

I cannot *put up with* (tolerate, সহ্য করা) this rudeness.

(382) Run

The children started to *run about* (hurry from one place to another) in great panic.

I *ran across* (met by chance, হঠাৎ সাক্ষাৎ হওয়া) my old friend in the street after a lapse of twenty years.

They all *ran after* the thief (pursued, ধাওয়া করা). Do not *run after* money always.

He is *running against* (fighting) heavy odds.

Now, children, *run along* (be off) !

The dog *ran at* (attacked) the hare.

His son *ran away* (left home) and joined the army. My servant *ran away with* (stole, লইয়া পলাইল) my watch. The business proposal will *run away with* (lead to expense) a lot of your money. They had a *run away* (easy) victory in the match.

The hunters *ran down* (ছুটিয়া ধরা) the fox. He looks much *run down* (exhausted, অতিরিক্ত পরিশ্রমে ক্লান্ত) through excessive labour. The motorist was *run down* by the lorry. The battery has *run down* (exhausted, শক্তি শেষ হইয়া যাওয়া).

He *ran into* danger (or debt) for his rashness. The bus *ran into* (collide with) the railing. The publication has *run into* ten editions. I *ran into* (met unexpectedly, হঠাৎ দেখা হওয়া) an old friend in the football ground.

The thief saw me and *ran off* (fled, দৌড়াইয়া পলাইল).

Our discussion *ran on* for hours together. The engine *runs on* diesel oil.

Water *ran out* of the tank. The garrison did not surrender until provisions *ran out* (were exhausted, ফুরিয়ে গেল).

A dog was *run over* by a tram car. The water of the river *ran over* (overflowed) its banks. He *ran over* (glanced over hastily, তাড়াতাড়ি চোখ বুলাইলেন) my petition.

He *ran through* (pierced, ভেদ করা) the boar with a spear. I *ran through* (examine quickly, তাড়াতাড়ি পরীক্ষা করা) the book in an hour. He has *run through* (used up, খরচ করে ফেলেছেন) his whole fortune.

The money required for the project will *run to* (amount) a few lacs of rupees.

The boys *ran up* (hoisted) a flag on the pole. Our long stay *ran up* (caused to grow quickly) a big bill at the hotel. Price of petrol *ran up* (বাড়িল) *to* Rs. 38.00 a litre.

The cyclist *ran upon* (collided with) the lamp post. I *ran upon* (be engrossed with) a new idea to solve the problem.

(383) Set

Set about (begin) your task without delay.

The High Court *set aside* (cancelled, বাতিল করা) the judgement of the lower court. He *set aside* or *apart* (সরিয়ে রাখল) some money for me.

The judge *set down* (recorded) my objection. The car *set* me *down* (left me descend, নামাইয়া দিল) on the way.

He *set forth* (exhibited, প্রচার করা) his views in a book. He *set forth* (started, বের হয়ে পড়লেন) on his journey.

The rain *set in* (began).

He *set off* (started) for Bombay. The frame *set off* (সৌন্দর্য্য বৃদ্ধি করিল) the picture. The gains were *set off* (balanced) against losses.

He *set* his dog *on* (লেলিয়ে দিল) me.

He has *set out* (started) for England. He *set out* (ছড়িয়ে দিল) his goods for display.

Let us *set to* (begin) work at once.

They *set* him *up* (উপস্থাপিত করিল) as their candidate. He *set up* (স্থাপন করিল) a school there. They *set up* (raised) a hue and cry. He *set up* (পেশা শুরু করা) as a lawyer.

(384) Stand

Do not *stand against* (বাধা দেওয়া) the force of time.

Please *stand aside* (সরে দাঁড়ান) to let the women pass. He *stood aside* (সরে দাঁড়ান) from the contest.

The total contribution so far *stands at* (যোগ করিলে দাঁড়ায়) rupees ten thousand.

The chief *stood by* (অনুরক্ত থাকা, পাশে দাঁড়ান) the king. I merely *stood by* (নিষ্ক্রিয় দর্শক রূপে পাশে দাঁড়াইলাম) when they fought. The army is *standing by* (কিছুর জন্য প্রস্তুত থাকা) to support the civil authorities.

The letter "X" *stands for* (প্রতীকরূপে ব্যবহৃত হয়) ten.

The hero is ill ; Dipu has been asked to *stand in* (substitute) for him. This is a pretty big amount ; let me *stand in* (share expenditure) *with* you.

I *stood off* (দূরে ছিলাম) from the quarrel.

He *stood out* (be conspicuous, বিশিষ্ট হওয়া) from the rest because of his height and dignified appearance.

The question will *stand over* (left for later settlement) for the present.

I shall *stand to* (stick to) my promise.

I *stood up for* (পক্ষ সমর্থন করিয়াছিলাম) my friend.

(385) Take

I was *taken aback* (surprised) at this news.

The child *takes after* (resembles, দেখিতে একরকম) its father.

Do not *take away* (remove) books from the shelf.

I cannot *take back* (widhdraw, ফিরাইয়া লওয়া) my words. Goods once sold cannot be *taken back.*

Take down (record) the notes. *Take down* the book from the shelf.

I *took* him *for* (regarded as, মনে করিয়াছিলাম) a doctor.

This will *take from* (lower) your reputation as a sensible man.

He has *taken in* (enclosed) this plot of land for a garden. I was *taken in* (cheated, প্রতারিত হওয়া) by the grocer. I cannot *take in* (understand, বুঝা) the meaning of the passage. We shall *take in* (admit) fifty boys this time.

Before selecting him, his health has to be *taken into* consideration.

Take off (খুলে ফেলা) your coat. Do not *take off* (mimic, অনুকরণ দ্বারা ঠাট্টা করা) a lame man. The plane *took off* at 7 a.m. "*Take* your hands *off* my shoulder." The morning bus service will be *taken off* (widhdrawn) the route next week.

I decided to *take on* (undertake) the extra job. I shall *take* you *on* at table tennis (accept as an opponent).

Take out the aching tooth.

He will *take over* (গ্রহণ করিবেন) charge tomorrow.

He *has taken to* (habituated himself to, অভ্যাস করিয়াছে) gambling. I *took to* (became fond of, পছন্দ করা) the boy from the first.

He *took up* (adopted) my cause. "He *took up* a pen and began to write." This cot *takes up* (occupies) too much space. I shall *take* the matter *up* with the headmaster and see what can be done.

I was *taken up with* (absorbed in, নিমগ্ন) a book.

He *took upon* (দায়িত্ব নিয়াছিলেন) himself the burden of the family.

(386) Tell

His evidence *told against* (did harm to, ক্ষতি করিয়াছিল) me.

The superintendent *told off* (selected and appointed to a special duty) six policemen to guard the house. The servant needs to be *told off* (scolded, তিরস্কৃত করা).

Over-exercise *tells upon* (affects, হানি করে) one's health.

(387) Turn

The boys *turned about* and hurried for home.

I do not know why he *turned against* (became hostile, বিপক্ষে যাওয়া) me.

The sight pained me and I *turned away* (অন্যদিকে মুখ ফিরাইলাম) . *Turn away* (dismiss, দূর করা) the idea from your mind.

Don't *turn back* (ফিরাইয়া দেওয়া) a beggar from your door.

He *turned down* (rejected, অগ্রাহ্য করিলেন) my proposal.

I *turned in* (went to bed, শুইতে গিয়াছিলাম) early last night. We saw a hut and *turned in* (entered in passing) for shelter there.

Turn on (খোল) the switch. *Turn off* (বন্ধ করা) the switch. The case *turns on* (depends on) his report.

The boy was *turned out* (বের করে দেওয়া) for misconduct. Your report *turned out* (proved) to be true. The people *turned out* (assembled, জড় হওয়া) in large numbers to see the sight. The mill *turns out* (produces) 800 pairs of cloth everyday.

Turn to God and He will help you.

He did not *turn up* in time (appear, হাজির হওয়া).

(388) Work

The carpenter is *working at* the chair.

The water has *worked in* (penetrated) all round the packing box.

Please try to *work in* (introduce, উত্থাপিত করা) a few more illustrations on the subject.

You must *work off* (dispose of) the accumulated work. Unless you *work off* (get rid of, ক্রমশঃ পরিহার করা) your excess fat, you will fall ill.

He is *working on* a new scheme. The sufferings of the people *worked on* (or

upon) (উত্তেজিত করা) our feelings very much. They *worked on* (continued to work) till sunset. This engine *works on* diesel.

Work out (solve) this sum. The mine has been *worked out* (exhausted by working). The scheme did not *work out* well (proved unsuccessful). I have *worked out* (হিসাব করা) your share *at* Rs. 50,000. The engineers have *worked out* a method by which construction cost would be reduced considerably. The players are *working out* (undergoing exercise, গা গরম করা) in field before the match.

The mob were *worked up* (excited) by his fiery speech.

(389) Write

Write down your name and address in a piece of paper. You can *write* him *down* as a useless fellow (take him to be).

Write off (prepare quickly, তাড়াতাড়ি তৈরী করা) a short account of the committee's performance during the last one year. The loss was *written off* (cancelled in writing, অপ্রাপ্য পাওনা বোধে বাদ দিয়া দেওয়া).

Please *write out* (write in full, পুরাপুরিভাবে লেখা) a copy of the agreement.

You should *write up* (complete, bring up to date) the lecture notes delivered yesterday. The reporters *wrote up* (wrote with praise) their performance in the match.

WORKED OUT EXAMPLE

A. (*a*) *Fill in the blanks with suitable prepositions* :

1. I did not expect such a treatment — your hands.
2. The train stops — all stations.
3. If you pay, you must pay — cheque and not — cash.
4. Tibet lies — the north of India.
5. The report must be completed — the next week.
6. The hunter shot the lion — an arrow.
7. It has been raining — the last one week.
8. I am — the dark — the matter.
9. You have to pay me — advance.
10. I have been ill — last Monday.
11. He came — a week.
12. He came here — rail.
13. The train is running — time.
14. He said this — oath.
15. I am — the know of the thing.
16. He came — foot.
17. He is — school.
18. Do not go out — the sun.
19. We live — rice.
20. He came — power very soon.
21. I did this — you.
22. The food is not — my taste.
23. I met him — the way.
24. Send the news — wire.

Ans. 1. *at* ; 2. *at* ; 3. *by* ; *in* ; 4. *to* ; 5. *by* ; 6. *with* ; 7. *for* ; 8. *in, about* ; 9. *in* ; 10. *since* ; 11. *for* ; 12. *by* ; 13. *on* ; 14. *on* ; 15. *in* ; 16. *on* ; 17. *at* ; 18. *in* ; 19. *on* ; 20. *to* ; 21. *for* ; 22. *to* ; 23. *on* ; 24. *by*.

(*b*) *Fill in the blanks with suitable prepositions* :

1. There was a tension — the crossing — Raja Dinendra Street and Grey Street — north Kolkata when a truck knocked down one Sri Om Prakash — Monday evening. He was taken — R.G. Kar Hospital where his condition is stated to be critical.

Ans. *at* ; *of* ; *in* ; *on* ; *to*.

(c) *Supply group verbs for the italicised words in the following :—*

1. He did not *appear* in time.
2. The meeting *dispersed* in confusion.
3. We *postponed* the discussion.
4. The boy was *expelled* for misconduct.
5. They *started* on their journey.
6. I shall *support* my friend.
7. He has *established* a school in his native village.
8. I cannot *tolerate* such rudeness.
9. He is *regarded* as a holy man.
10. This will *affect* his health.
11. I shall not *divulge* the secret.
12. He *maintained* the reputation of the family.
13. How did you *get* the money ?
14. He will *recover* soon.
15. I cannot *understand* what you say.
16. I *met* him on the way.
17. Can you tell me how this *happened* ?
18. He is much *depressed.*
19. He *visited* my house yesterday.
20. The rebellion was *suppressed* with a strong hand.
21. I do not *remember* his name.
22. *Raise* your hand.
23. Your report *confirms* my statement.
24. The ceremony *takes place* tomorrow.
25. They *attacked* us suddenly.
26. The petition was *drafted* by me.
27. They have *abolished* the custom.
28. The proposal *failed* for want of money.
29. This mill *produces* good cloth.
30. He *escaped* easily.
31. He was *reared* by his aunt.
32. Can you *do* this sum ?
33. The boy *imitates* his father.
34. *Maintain* the honour of the house.

CHAPTER XXXII

DIRECT AND INDIRECT NARRATION

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Ram says, "Anil will come".
Ram says that Anil will come.

In the first sentence, Ram's speech is quoted in the actual words used by him, but in the second sentence Ram's speech is reported in the form of a narrative.

When a speech is quoted in the actual words used by the speaker, it is called the **Direct speech** or **narration.** But when the speech is reported in the form of a narrative, giving the substance or meaning of the words used by the speaker, without quoting his actual words, it is called the **Indirect speech** or **narration.**

The speech which is quoted in actual words (*"Anil will come"*) is called the **Reported speech** and the verb (*says*) that introduces the speech is called the **Reporting verb.**

Study the following sentences :

Reporting Verb			*Reported Speech*
He	said,		"I am ill." — *Direct Speech*
He	said	that	he was ill. — *Indirect Speech*
Ram	says,		"I want the book." — *Direct Speech*
Ram	says	that	he wants the book. — *Indirect Speech*

General Rules

(391) Assertive Sentences : (*a*) The conjunction *that* is generally used before the reported speech of the form of a statement.

(*b*) If the reporting verb is in the **present** or **future tense,** the tense of the verb in the reported speech is **not changed** at all.

Direct : Ram *says,* "I shall go."
Indirect : Ram *says* that he *will go.*

Direct : He *has said,* "I went."
Indirect : He *has said* that he *went.*

Direct : You *will say,* "I am ill."
Indirect : You *will say* that you *are* ill.

(*c*) If the reporting verb is in the **past tense,** change the verb in the reported speech into the **corresponding past form.**

Direct : He *said,* "I *am* ill."
Indirect : He *said* that he *was* ill.

Direct : He *said,* "I *was* ill."
Indirect : He *said* that he *had been* ill.

Direct : He *said,* "I *do* it."
Indirect : He *said* that he *did* it.

Direct : He *said,* "I *am doing* it."
Indirect : He *said* that he *was doing* it.

Direct : He *said,* "I *have done* it."
Indirect : He *said* that he *had done* it.

Direct : He *said,* "I *did* it."
Indirect : He *said* that he *had done* it.

Direct : He *said,* "I *was doing* it."
Indirect : He *said* that he *had been doing* it.

Direct : He *said,* "I *can do* the work."
Indirect : He *said* that he *could do* the work.

Direct : He *said,* "I *may go* there."
Indirect : He *said* that he *might go* there.

Direct : He *said,* "Ram *will go.*"
Indirect : He *said* that Ram *would go.*

Direct : He *said,* "I *shall do* it."
Indirect : He *said* that he *would do* it.

Direct : He *said* to me, "I *shall go,* but you *will stay.*"
Indirect : He *told* me that he *would go,* but I *should stay.*

Simple present used as a **future** form becomes *would* + *verb,* not *simple past.*

Direct : He *said,* "My son *leaves* for Delhi tomorrow"
Indirect : He *said* that his son *would leave* (not, *left*) for Delhi the next day.

Note

(*i*) The following points on **punctuation marks** should be carefully noted :

(a) The actual words quoted in the direct speech are put within inverted commas ("……").

(b) No inverted commas should be used in the indirect speech.

(c) The reported speech in the direct narration begins with a capital letter and it is preceded by a comma.

(d) In the indirect speech, no comma should be used after the reporting verb.

(*ii*) To express *simple futurity,* we use *shall* in the first person and *will* in the second and third persons. So in the last two examples, **I shall** in the Direct becomes **he would** in the Indirect. For the same reason, in the last example, **you will** in the Direct becomes **I should** in the Indirect.

(*iii*) Some are of opinion that when the reporting verb is in the past tense, "All the past tenses of the direct form either remain in the past tense or are changed into the past perfect tense. The past perfect tense is used chiefly when we wish to lay stress *on the completion of the action.*" The first alternative certainly violates the rules of the sequence of tenses; still, it cannot often be helped. For example, take the following passage:

He said to me, "I went home in January. There I met my sister after a long time. She was a widow and was very eager to see me. My mother, too, wished me to see her."

Now, if we are to change the past tense of the Direct form into the past perfect in the Indirect, the rendering would stand thus:

He told me that he *had gone* home in January. There he *had met* his sister after a long time. She *had been* a widow and *had been* very eager to see him. His mother, too, *had wished* him to see her.

Now, so many past perfect tenses in a single passage is certainly bad English. If instead **we retain the simple past indefinite of the original in the Indirect form from the second sentence,** the rendering will be good English. Hence, the rule stated above. The rendering then stands as:

He told me that he *had gone* home in January. There he *met* his sister after a long time. She *was* a widow and *was* very eager to see him. His mother too, *wished* him to see her.

In the case of a short sentence, however, the past may be, and should ordinarily be, changed into the past perfect because that does not create any difficulty.

(*d*) If the Direct speech states a **universal truth** or **a habitual fact,** the tense of the verb in the reported speech is not changed. Direct speech যদি নিত্যসত্য বা নিত্যকার অভ্যাস বুঝায় তাহা হইলে Indirect speech-এ তাহার **Verb-এর কোন পরিবর্তন হয় না।**

Direct : He said, "Honesty *is* the best policy."
Indirect : He said that honesty *is* the best policy.

Direct : He said, "God *is* good."
Indirect : He said that God *is* good.

Direct : He said, "I *take* bath in the Ganges every morning."
Indirect : He said that he *takes* bath in the Ganges every morning.

(*e*) The Indirect speech should correspond in the **persons** of **pronouns** and **verbs** to the persons of the individuals in the Direct speech. Indirect speech-এ pronoun-এর Verb-এর person-টি যে ব্যক্তি সম্বন্ধে বাক্যটি হইতেছে তাহার সহিত সামঞ্জস্য রাখিয়া পরিবর্তিত করিতে হয়।

Direct : I said to him, "*You are* wrong."
Indirect : I told him that *he was* wrong.

Direct : He said to me, "*I shall go,* but *you will* say."
Indirect : He told me that *he would go,* but *I should* stay.

Note

(*i*) Boys often make a confusion in **changing the persons** of the reported speech. It may help them to remember that the *first person* (*I, we, us,* etc.) of the Direct speech is changed into the *person of the speaker,* and the *second person* (*you, your,* etc.) of the Direct speech is changed into the *person of the man to whom the speech is addressed.* Note the examples given above.

Also, note:

Direct : The *Times of India says, "We shall* discuss the matter in our next issue."
Indirect : The *Times of India says* that *it* will discuss the matter in *its* next issue.

Editorial *we* changes to *third person* in Indirect speech.

"Said to him", "said to me", etc. before "that" are not good English ; write "told him", "told me", etc.

(*ii*) When there is **uncertainty as to the particular person to whom the pronoun in the Indirect Speech refers,** the name of the person should be placed in brackets.

Direct : He said to Ram, "*You* are wrong."
Indirect : He told Ram that *he* (*Ram*) was wrong.
Direct : Hari said to Jatin, "*You* will pass."
Indirect : Hari told Jatin that *he* (*Jatin*) would pass.

(*iii*) Sometimes the **introductory portion is left out** and the speech only is given. To turn such speeches into the Indirect form, the sentence should begin as *He told Ram,* or *He told me* or *I told her,* or something like this. Thus,

Direct : I cannot do it.
Indirect : He told me (or, I told him, or you told me) that he (or, I or you) could not do it.
Direct : This is a nice house.
Indirect : He says (or, He is saying or He will say) that this is a nice house.

EXERCISE 45

(*a*) *Change from the Direct into the Indirect form of speech* :—

1. He said to me, "You are wicked ; so I shall not play with you."
2. You said to him, "I am ill ; so I cannot come to your place."
3. He said to you, "I was much struck by your eloquence."
4. We remarked, "God is gracious."
5. I said to my mother, "I shall always obey you."
6. They said to me, "We have been your friends all through."
7. She said to me, "You may rely on me for support."
8. He said to Gopal, "You were a mere boy when I saw you last."
9. I said to him, "The sky is blue."
10. "He has done the work."
11. "You will feel the consequences."
12. "I am not angry with you."
13. I said to them, "You have done wrong."

(*b*) *Change into the Direct form of speech* :—

1. He said that he was sorry.
2. I told him that I had once seen him before.
3. You told me that as you did not know me, you could not help me.
4. The boy said that he would go.
5. The girl told her father that she would be glad if he would put her into a good school.
6. They told Ram that he had done wrong and must apologise to them.

❖⌘❖⌘❖

(392) **Interrogative Sentences :** In converting such sentences,

(*a*) change the reporting verb into **ask** or **enquire ;**

(*b*) then add *whether* or *if,* if the question admits of one of the two answers *yes* or *no* ; but do not add *whether* or *if,* if the question is introduced by an *interrogative pronoun,* or *adjective,* or *adverb* (viz. *who, which, what, why, when, where, how, etc.*) ;

(*c*) and *change the interrogative form into a statement.* (a) Reporting verb-কে **ask** বা **enquire**-এ পরিবর্তন কর ; (b) যদি প্রশ্নটির উত্তর "হাঁ" বা "না" দিয়া করা চলে তবে *ask* বা *enquire*-এর পর *whether* বা *if* বসাও ; অন্যত্র কিছুই বসাইবে না ; (c) প্রশ্নটিকে statement-এ রূপান্তরিত কর।

The conjunction "that" is never used in such cases.

(*a*) Direct : He said to me, "Are you ill?"
Indirect : He *asked* (or *enquired of*) me *if* (or *whether*) I was ill.

Direct : My father said to him, "Is not poverty a curse?"
Indirect : My father *asked* (or *enquired of*) him *whether* or *if* poverty is not a curse.

Direct : You said to Ram, "Will you help me?"
Indirect : You *asked* Ram *if* he would help you.

Direct : You said to me, "Do you hear me?"
Indirect : You *asked* me *if* I heard you.

(*b*) Direct : He said to me, "*What* are you doing?"
Indirect : He *asked* me *what* I was doing.

Direct : He said to me, "*When* will you go home?"
Indirect : He *enquired of* me *when* I would go home.

Direct : You said to me, "*Why* have you failed?"
Indirect : You *asked* me *why* I had failed.

Note

(*i*) No question mark (?) is used in indirect speech.
(*ii*) If the introducing verb itself is interrogative, the reported speech is followed by a question mark: *Did she tell you why she went there?"*

(393) Uses of "Whether" and "If":

(*a*) In case of Yes/No questions, *if* and *whether* are used in the indirect almost in the same meaning.

He said to her, "Are you happy"?
He asked her *if/whether* she was happy.
"Do you know Sandip?" he said to me.
He asked me *if/whether* I know Sandip.

(*b*) When a *choice* has to be made or there is an alternative possibility, *whether* (generally followed by *or*) is preferred.

He said to her, "Do you want to go by tram or by car"?
He asked her *whether* she wanted to go by train or by car.
She said to me, "Will you take tea or coffee"?
She asked me *whether* I would take tea or coffee.
"Shall/Should I wait for them or go on"? he wondered.
He wondered *whether* to wait for them or go on.
or, He wondered *whether* he should wait for them or go on— *Thomson & Martinet.*

(*c*) Mark the difference between the use of *whether* or *not* and *if*:

"Do you want to insure your luggage or not"? he asked.
He asked *whether or not* I wanted to insure my luggage.
or He asked *if* I wanted to insure my luggage or *not*— *Thomson & Martinet.*

(*d*) If the *yes/no question* contains an *if clause, whether* is preferred to *if* (to avoid the use of two *ifs*).

He said to her, "If it rains, will you go there"?
He asked her *whether* she would go there *if* it rained.

EXERCISE 46

(*a*) *Turn into the Indirect form of speech*:—

1. I said to him, "When will you do it?"
2. He said to me, "Do you like the work?"
3. They said to her, "Who are you and what do you want of us?"
4. You said to them, "Have you seen the man who came to me the other day?"
5. I said to him, "When did you see me and what do you think of me?"
6. He said to me, "Is there no hope for me?"
7. I said to him, "Will you go to Calcutta?"
8. She said to me, "Did you write to me before?"
9. He said to her, "When did you come to my place?"

(*b*) *Turn into the Direct form of speech* :—

1. She enquired when I would be able to help her.
2. They asked the boy why he had failed in the examination.
3. The boy asked his mother what she was sorry for.
4. They enquired of me who I was and why I was opposing them.
5. I asked him if he would compete for the medal with my brother.
6. He asked me how I did the work.

(394) Sentences with Question Tags :

A sentence with a question tag is not really a question. It is rather a *tentative statement,* and as the speaker is not absolutely sure, he adds a question tag to ask for *some reassurance.* So in changing such sentences from direct to indirect speech, we have to find a way of *conveying the element of doubt* that the question tag suggests. Depending on the context and the tone in which the words are said, a range of different verbs such as *think, hope, believe,* etc. may be used to express that idea in indirect form. As,

Direct : Robert said, "John is a good boy, *isn't he* ?"
Indirect : Robert said that he *thought* John was a good boy.

Direct : I said to Indira, "You can speak French, *can't you* ?"
Indirect : I said to Indira that I *thought* she could speak French.

Direct : The teacher said to the boy, "You will do the job, *won't you* ?"
Indirect : The teacher told the boy that *he hoped* he would do the job.

Direct : Rabin said, "The captain did not agree to go, *did he* ?"
Indirect : Robin said that he didn't *believe* that the captain had agreed to go.

Direct : She said to me, "Maya can't speak Hindi, *can she* ?"
Indirect : She told me that she *didn't think* Maya could speak Hindi.

Direct : Amal said, "They will not go, *will they* ?"
Indirect : Amal *hoped* they would not go.

Note

A reference to the **Oxford University Press** on the above topic brings the following reply from the Senior Editor, English Language Teaching Division :

"The second issue you raised, about changing sentences with question tags from direct to indirect speech, is rather more difficult. In fact, there is no way in English to render a question tag in indirect speech, so we have to find another way of conveying the element of doubt that the question tag suggests. So your rendering of *Robert said, 'John is a good boy, isn't he ?'* as *Robert asked if John was not a good boy* is not quite correct. Your rendering would be correct if the original question had been *'Isn't John* (or *Is John not*) *a good boy ?'* However, what Robert is actually saying is not really a question—rather it's a tentative statement. Robert is saying that he thinks John is a good boy, but he's not absolutely sure, so he adds the question tag to ask for some reassurance. Consequently, my preferred rendering of the sentence in indirect speech would be *Robert said that he thought John was a good boy.*

So, here are my suggested versions of your sentences :

Robert said, 'John is a good boy, isn't he ?'
Robert said that he thought John was a good boy.

I said to Indira, 'You can speak French, can't you ?'
I said to Indira that I thought she could speak French.

The teacher said to the boy, 'You will do the job, won't you ?'
The teacher told the boy that he hoped he would do the job.

Robin said, 'The captain did not agree to go, did he ?'

Robin said that he didn't believe that the captain had agreed to go.
She said to me, 'Maya can't speak Hindi, can she?'
She told me that she didn't think Maya could speak Hindi.
Amal said, 'They will not go, will they?'
Amal hoped they would not go. ....."

EXERCISE 47

Change from Direct to Indirect form of speech :—

1. He said to me, "They will never come, will they?"
2. She said to me, "You can speak German, can't you?"
3. He said to me, "You can't speak French, can you?"
4. I said "Everybody will go there, won't they?"
5. He said, "Your son lives in Delhi, doesn't he?"
6. The teacher said to him, "Amal has done well in the examination, hasn't he?"
7. He said to me, "You aren't angry, are you?"
8. Ramen said, "The rain will stop soon, won't it?"
9. He said, "Rina is very fond of sweets, isn't she?"
10. Partha said to me, "You will come to Kolkata, won't you?"
11. Sita said to Asha, "You haven't any house, have you?"
12. I said to Ram, "You did not sing in the function, did you?"

(395) (a) **Imperative sentences :** In converting such sentences, change the verb into the **Infinitive** form, and the reporting verb into some such words as *'tell', 'request', 'command', 'beg', 'entreat',* as the sense of the speech may require. Reported speech-এর verb-টিকে Infinite form-এ এবং reporting verb-টিকে অর্থানুযায়ী *tell, request, command, beg, entreat,* etc.-তে পরিবর্তিত কর।

Direct : My friend said to me, "Go home at once."
Indirect : My friend *told* or *advised* me *to go* home at once.
Direct : He said to me, "Do not go there."
Indirect : He *told* or *advised* or *ordered* me *not to go* there.
Direct : I said to him, "Please explain the passage."
Indirect : I *requested* him *to explain* the passage.
Direct : The general said to the soldiers, "March on."
Indirect : The general *ordered* the soldiers *to march* on.
Direct : I said to him, "Excuse me, Sir."
Indirect : I *begged* him *to excuse* me.

Note

(*i*) *Tell* may often be used to express 'request', 'order', 'command' etc. It is, therefore, often safer for students to use *tell* in the Indirect form when they may be in doubt about the proper word to introduce the reported speech.

(*ii*) **Vocatives** may be omitted, as in the last example, or may be dealt with as below (সম্বোধনটিকে বাদ দেওয়া বা অন্যভাবেও পরিবর্তন করা চলে) :

Direct : He said, "Ram, go there."
Indirect : He told *Ram to go* there.
Direct : He said, "Friends, lend me your ears."
Indirect : *Addressing* them *as friends,* he *requested* them *to lend* him their ears.
Direct : He shouted, "Stop you, villain."
Indirect : He shouted to the villain to stop. Or, He ordered the villain to stop. Or, Calling the man a villain, he ordered him to stop.

(*iii*) In the Indirect form, such expressions as **please, sir** in the Direct are left out, or they are rendered by such expressions as *kindly, politely,* etc.

(b) Given below are a few more examples :

Direct : He said to me, "You *better/had better* consult a doctor".
Indirect : He *advised* me to consult a doctor.

Direct : "Please, please don't go there", said my wife.
Indirect : My wife *begged/implored* me not to go there.

Direct : "Don't forget to bring the medicine", he said to me.
Indirect : He *reminded* me to bring the medicine.

Direct : "If you'd just sign the paper", said the clerk.
Indirect : The clerk *asked* me to sign the paper.

Direct : "Stay here", the officer said to the soldier.
Indirect : The officer *ordered* the soldier to stay there.

Direct : "Don't go near the fire, boys", he said.
Indirect : He *warned* the boys not to go near the fire.

Direct : "Don't worry", she said to me.
Indirect : She *advised* me not to worry.

Direct : "Come in", she said to me.
Indirect : She *invited* me to go in.

Direct : "Go on, try once again", said Partha.
Indirect : Partha *urged/encouraged* me to try once again.

(c) **Questions expressing command, request, etc.**

Sometimes sentences beginning with **why/will you/would you/could you** are questions only in form, not in sense. They do not seek information but express *requests, invitations, commands.* They are converted into indirect speech in various ways.

Direct : "Will you keep quiet" ! the teacher said to the students.
Indirect : The teacher *told/bade/ordered* the students to keep quiet.

Direct : "Why don't you see a doctor" ? he told me.
Indirect : He *advised* me to see a doctor.

Direct : "Would/could you show me your ticket please" ?
Indirect : The ticket checker *asked* the passenger to show him his ticket.

Direct : "Would you join me in the dinner" ? he said to me.
Indirect : He *invited* me to the dinner.

Direct : "Could/would you give me a hand" ? she said to him.
Indirect : She *asked/requested* him to give her a hand.

Direct : "Will all visitors please move to the right" ?
Indirect : The guide *asked* all visitors to move to the right.

(d) **Imperatives with question tags :** In converting such sentences into indirect speech, the question tag at the end of the sentence is left out.

Direct : "Close the door, won't you" ? he said to me.
Indirect : He *asked/requested* me to close the door.

Direct : "Don't go there, will you" ? said Arati to me.
Indirect : Arati *asked/requested* me not to go there.

(396) Even when the introductory verb is in the *past tense,* **would, should, might, could** and **must** do not *normally change.*

Direct : She said, "I *would* help him if I *could.*"
Indirect : She said that she *would* help him if she *could.*

Direct : He said to me, "You *must* leave the place."
Indirect : He told that I *must* leave the place.

Direct : The man said, "*Could* I speak to Mr. Ray ?"
Indirect : The man asked if he *could* speak to Mr Roy.

Direct : He said, "I *might* be there."
Indirect : He said that he *might* be there.
Direct : I said to him, "*Would* you like to see the picture?"
Indirect : I asked him if he *would* like to see the picture.
Direct : She said to me, "I *could* give you some money on loan."
Indirect : She told me that she *could* give me some money on loan.
Direct : He said, "The boys *should* be able to do the sum."
Indirect : He said that the boys *should* be able to do the sum.
Direct : He said, "I *should* go there."
Indirect : He said that he *should* go there.
Direct : She said, "I *couldn't* come on Monday."
Indirect : She said that she *couldn't* come on Monday.
Direct : The police said, "The thief *must* be somewhere around."
Indirect : The police said that the thief *must* be somewhere around.
Direct : He said to the children, "You *mustn't* play with fire."
Indirect : He told the children that they *mustn't* play with fire.

397 (*a*) Whe **Let** in the Direct speech expresses a *proposal* or *suggestion,* we use *should* for *let,* and change *the reporting* verb into *propose* or *suggest.* যদি Direct speech-টি *Let* দ্বারা আরম্ভ হয়, এবং এই *Let* দ্বারা কোন *proposal* বা *suggestion* বুঝায়, তাহা হইলে reporting verb-টিকে *propose* বা *suggest*-এ পরিবর্তিত করিবে এবং পরে *let*-এর স্থানে *should* ব্যবহার করিবে।

Direct : He said to me, "*Let* us go home."
Indirect : He *proposed* or *suggested* to me that we *should* go home.
Direct : I said to him, "*Let* us have some music."
Indirect : I *proposed* or *suggested* to him that we *should* have some music.

(*b*) But when **Let** does not express a proposal, it should be changed into *might* or *might be allowed,* or into some other form according to the sense. যদি *Let* দ্বারা *proposal* না বুঝায়, তবে *let* কে *might* বা *might be allowed* বা অনুরূপ *form*-এ পরিবর্তিত করিবে।

Direct : He said "*Let* him do whatever he likes."
Indirect : He said that he (a third person) *might* (or *might be allowed to*) do whatever he liked.
Direct : He said, "*Let* me come in."
Indirect : He *requested* that he *might be allowed to* come in.
Direct : He said, "*Let* me have some milk."
Indirect : He *wished* that he *might* have some milk.
Direct : He said to me, "*Let* him say whatever he likes, I shall certainly support you."
Indirect : He told me that he (a third person) *might* say whatever he liked, but he (the speaker) would certainly support me.

EXERCISE 48

(*a*) *Turn into the Indirect form of speech* :—

(I)

1. "Come here."
2. "Please give me a book."
3. He said to us, "Do not vex me."
4. I said to her, "Go to school, or you will be fined."
5. They said to me, "Ram, tell your brother to see us."
6. The Headmaster said to the boys, "Do not make any noise."
7. She said to me, "Let me have it."
8. She said to him, "Father, kindly excuse me this time."
9. "Go there at once."
10. The boy said, "Sir, please grant me leave of absence."
11. He said to me, "Let me try."
12. "Give him a book."
13. The President said to the members, "Please obey the chair."

(II)

1. He said, "They would come tomorrow."
2. She said to me, "You should not go out at night."
3. The servant said, "I could not open the door".
4. "You must not neglect your study," said the teacher to the students.
5. They said, "We might win the match."
6. "Could you tell me where he lives?"
7. Mother said, "You must work hard."
8. He said, "I would certainly help him."
9. "Would you mind giving me the book?" I said to the man.
10. "I must go to the doctor", he said.

(*b*) *Turn into the Direct form of speech* :—

(I)

1. He told me to go home.
2. I requested him to lend me a pen.
3. The beggar entreated me to give him a rupee.
4. The father ordered the boy not to mix with such friends.
5. I requested them to speak to their headmaster about my prayer.
6. He proposed that we should go out for a walk.
7. The girl begged her father to allow her to go.

(II)

1. He asked if he could use my telephone.
2. The police told us that we should not go to the park at night.
3. You told me that you could do the job if I liked.
4. He told me that he must tell me about the incident.
5. You said that you might see him at the meeting.
6. She said that she would like to take classes.
7. I said that they must be wrong.
8. He said that nobody should disturb him.

❖⌘❖⌘❖

(398) Optative Sentences : In optative sentences, the reporting verb is changed into **wish** or **pray,** and the optative form is changed into a *statement. Reporting verb*-টিকে *wish* বা *prey*-তে পরিবর্তিত করিয়া ইচ্ছাবোধক বাক্যটিকে সাধারণ *statement*-এ পরিণত করিবে।

Direct : He said to me, "May you be happy."
Indirect : He *wished* or *prayed that I might* be happy.

Direct : He said to you, "May God bless you."
Indirect : He *prayed that* God *might* bless you.

(399) Exclamatory Sentences : If the direct form is an exclamation, the reporting verb is changed to some such verb as *'exclaim', 'cry out', 'pray', 'wish',* and the exclamation is turned into a *statement.* But new words and phrases have often to be introduced to express the full meaning. Reporting verb-টিকে অর্থানুযায়ী *exclaim, cry out, pray, wish* ইত্যাদিতে পরিবর্তিত করিয়া বাক্যটিকে সাধারণ *statement*-এ পরিণত করিবে।

Direct : He said, "Alas ! I am undone."
Indirect : He *cried out in sorrow* that he was undone.

Direct : He said, "What a fool I am !"
Indirect : He *exclaimed with grief* that he was a *great fool.*

Direct : He said, "Good-bye, my friends".
Indirect : *He bade* his friends good-bye. (Or, He *bade* good-bye to his friends).

Direct : He said, "Good morning !"
Indirect : He *wished me* good morning.

Direct : He said, "Congratulations !"
Indirect : He *congratulated* me.

Direct : "Bless his kind heart!" they cried.
Indirect : They *blessed* him for his kind heart.
Direct : "Bravo! well done!" they cried.
Indirect : They *applauded* him, for (or saying that) he had done well.
Direct : "So help me Heaven!" he cried, "I will never do so again."
Indirect : He *prayed* to Heaven to help him in his resolve not do so again.
Direct : He said, "By Jove! What a good news!"
Indirect : He *swore* by Jove that it was a *very* good news.

N.B. It should be carefully noted that *what, how,* and *who* are sometimes used in exclamation to denote **excess** or **absence,** instead of introducing an interrogation. In such cases they should be replaced by **great, greatly, very, very much** or **none** in Indirect :—

Direct : He said to me, "*How* happy you are"!
Indirect : He told me that I was *very* happy.
Direct : He said, "*What* a nice thing it is!"
Indirect : He said (or exclaimed with *joy*) that it was a *very* nice thing.
Direct : He said, "*What* was my joy to see the thing!"
Indirect : He said that his joy to see the thing was *very great.*
Direct : I said, "*Who* knew that this should happen!"
Indirect : I said that *none* knew that that would happen.

Note

In indirect speech, the sentence ends with a full stop (.) and not an exclamation mark (!).

EXERCISE 49

Turn into the Indirect form of speech :—

1. I said to her, "May you live long."
2. He said to us, "May you all succeed."
3. He said, "Well done!"
4. You said, "Good morning, my friend. I am glad to meet you."
5. You said, "By God! I never meant you any harm."
6. He said, "How charming the sight is!"
7. You said to me, "How clever your action was!"
8. I said to him, "What a nice fellow your brother is!"
9. You said, "Who does not wish to be happy?"
10. You said, "Had I the means to do it!"
11. He said, "My God! I am undone."
12. They said, "How cruel of him!"
13. He said, "Ah me! what a mistake it was!"

❖⌘❖⌘❖

(400) Words indicating time and place : (*a*) *Adjectives, Adverbs* and *Verbs* in the Direct speech, expressing *nearness,* are often changed into similar words expressing *remoteness* :

Now	becomes	*then*	*Hither*	becomes	*thither*
Here	"	*there*	*Thus*	"	*(in) that way, so*
This	"	*that*	*Today*	"	*that day, the same day.*
Ago	"	*before*	*Tomorrow*	"	*the next day, the following day*
These	"	*those*	*Yesterday*	"	*the previous day, the day before*
Hence	"	*thence*	*Last night*	"	*the previous night*
Come	"	*go*			

Last week/month	*becomes*	*the week before/the previous week,* etc.
Next week/month	"	*the week after/the following week,* etc.
The day before yesterday	"	*two days before*
The day after tomorrow	"	*in two days' time*
A year ago	"	*a year before/the previous year*

Direct : He said, "I know *this* boy."
Indirect : He said that he knew *that* boy.

Direct : I said to him, "You will get it *today* or *tomorrow.*"
Indirect : I told him that he would get it *that day* or *the next day.*

Direct : He said to me, "Come *here.*"
Indirect : He told me to go *there.*

Direct : You said, "I shall go there the *day after tomorrow.*"
Indirect : You said that you would go there *in two days' time.*

(*b*) But if *now, here, this,* etc. refer to things present before the speaker at the time he is reporting, no change is necessary.

Direct : She said, "I knew *this* boy."
Indirect : She said that she knew *this* boy.

Direct : I said, "We can never be happy *here.*"
Indirect : I said that we can never be happy *here* (= in this world).

Direct : He said to me, "I have no friend *here.*"
Indirect : He told me that he had no friend *here.*

Note

Students often change "it" into "that" in the indirect. But that is wrong; "it" remains unchanged.

EXERCISE 50

(*a*) *Turn into the Indirect form of speech* :—

1. I said to him, "I may go tomorrow."
2. He said to me, "Come again any time today."
3. He said to you, "I cannot attend to you now."
4. He said to me, "Go hence."
5. You said to me, "I was well yesterday, but today I am rather sick."
6. He said to me, "Why do you treat me thus?"
7. I said to them, "We cannot be quite happy here."
8. She said, "I have no hope here on earth."
9. She said, "I saw these boys yesterday."

(*b*) *Turn into the Direct form of speech* :—

1. He told me that he had seen me the previous day.
2. You said that it was wrong to act in that way.
3. I hoped that you would go to Calcutta the next day.
4. The boy said that he had no sleep the previous night.
5. I said that I could not finish that work till the next day.
6. I said that I should go away that day.

401 Questions and Answers : "Yes" and "No"— In changing answers into the Indirect form, sentences are to be given completely by supplying the words understood. Direct speech-এ যেসব কথা **উহ্য থাকে** Indirect speech-এ তাহা পূরণ করিয়া দিতে হয়।

Direct : "What is your name?" "Ramesh."
Indirect : I asked him what his name was. He *replied that his name was* Ramesh.

Direct : I said to him, "How long will you stay?" He replied, "For five days."
Indirect : I asked him how long he would stay. He replied that *he would stay for* five days.

Direct : He said to me, "Are you ill"? I replied, "No (or Yes)."
Indirect : He asked me if I was ill. I replied that *I was not* (or that *I was*).

Direct : He said to me, "Do you know Ram?" I said, "No."
Indirect : He asked me if I knew Ram. I replied that I *did not.*

The force of **Yes** and **No** may be implied in the main verb :

Direct : *Yes,* Sir, I shall go.
Indirect : He *promised* that he would go.

Direct : *No,* Sir, I have not seen it.
Indirect : He *denied* that he had seen it. Or, He *denied having seen* it.

Note

The cumbrous forms *replied in the negative, replied in the affirmative* should be avoided.

(402) Miscellaneous :

Comment clauses (parenthesis) like *you see, as you know, to tell you frankly,* etc. and words like *well, very well, okay, now, so,* etc. used just to introduce a sentence are usually left out in the Indirect speech.

Direct : The receptionist said, "*Well,* what can I do for you" ?
Indirect : The receptionist wanted to know what she could do for him.

Direct : He said, "*To tell you frankly,* I don't have any information about her".
Indirect : He said that he didn't have any information about her.

Direct : He said to Ramen, "*You see,* we are all with you in this matter".
Indirect : He told Ramen that they were all with him in that matter.

Direct : The teacher said, "*Now,* listen to me, boys".
Indirect : The teacher asked the boys to listen to him.

Direct : She said to me, "*So,* what is your opinion" ?
Indirect : She asked me what my opinion was.

Direct : "*Okay*", he said, "Anil can see me tomorrow".
Indirect : He said that Anil could see him the next day.

(403) The combination of different kinds of reported sentences requires careful treatment. Let us take the passage :—

(*a*) He said to me, "Who are you ? What do you want ? Go away."

The reported sentences, taken separately, are changed thus :

(*i*) He asked me who I was.
(*ii*) He asked me what I wanted.
(*iii*) He told me to go away.

The reporting or introductory verb *asked* is common to the first two sentences : but in the last, we have a new verb *told.* Therefore, *asked,* placed only once at the beginning, may serve for the first two sentences together, like a common factor in mathematics ; but the new verb *told* has to be used in introducing the third sentence. Thus, put together, the Indirect form should be :

He *asked* me who I was and what I wanted, and *told* me to go away.

(*b*) Consider again the passage :

He said to me, "Why are you silent ? Speak out. Can't you hear ?"

Taken separately, the passage runs thus in the Indirect :

He *asked* me (*i*) why I was silent and (*ii*) (*he*) *ordered* me to speak out and (*iii*) *asked* me if I could not hear.

Here, *asked* is common to the first and third clauses no doubt : yet, as they are not *consecutive,* 'asked' cannot be taken as a common factor, but has to be repeated. To express this force of repetition, we use *again* with *asked* in the third clause, and separate it altogether in a new sentence for the sake of proper English. The passage will then stand in the Indirect speech as :

He *asked* me why I was silent and *ordered* me to speak out. He *asked again* if I could not hear.

A general rule may, therefore, be laid down that :—

(*i*) When *sentences of the same kind occur consecutively* in the reported speech, the reporting or introductory verb is to be used only once in the Indirect speech ; but, when the sentences are not consecutive, the verb is to be repeated, often with the addition of *again* or *also* before or after it.

(*ii*) When *sentences of different kinds* are joined, different reporting verbs appropriate to the different sentences have to be used in the indirect form.

(*c*) Consider again the sentences :

He said to me, "Why were you absent ? The Headmaster is angry. Go to him at once."

Taken separately, the sentences are to be changed thus :

He (*i*) *asked* me why I had been absent and (*ii*) *said* that the Headmaster was angry, and (*iii*) *told* me to go to him at once.

Put in proper, connected English, the passage stands thus :

He *asked* me why I had been absent. The Headmaster was angry ; *so* he told (or advised) me to go to him at once.

It has to be noted that the entire introductory portion *he said that* is altogether dropped from the second sentence (an *assertive* one), which is used independently ; and to maintain the link, a new word *so* is put between the clauses ("The Headmaster was angry" ; and the next).

This trick of **dropping** the entire **introductory** portion from **assertive** sentences when they *do not begin the reportd speech* is very helpful to beginners.

(404) Reporting Dialogues and Conversations :

Indirect speech is very frequently used in conversation—spoken and written—in reporting events, dialogues, narrating stories, etc.

A speech can be reported by the speaker, the listener or by a third person. Follow the examples :

Pintu : Last week I told Biju that *my* sister would fly to the U.K. very soon. (Pintu, the *speaker,* is the reporter).

Biju : Last week Pintu told *me* that *his* sister would fly to the U.K. very soon. (Biju, the *listener,* is the reporter).

Ranjan : Last week Pintu told Biju that *his* (Pintu's) sister would fly to the U.K. very soon. (Ranjan, a *third person,* is the reporter).

We usually report something said by someone in the past and use such verbs as *asked, said, requested,* etc. as *reporting verbs.* In reporting, the basic rules of changes in tenses and pronouns are the same as for changing from Direct to Indirect Speech. **While reporting, the language should be simple in style, smooth and direct.** Many irrelavant points are intentionally omitted while reporting.

Note the following example :

Dialogue Dr Sen had with Moni and Ruby yesterday.

Dr Sen : I am *your* friend's physician.
Moni and Ruby : *We are your* neighbours.

(*i*) As reported by Kajal, a *third person* :

Yesterday, Dr Sen told Moni and Ruby that *he* was *their* friend's physician. Moni and Ruby pointed out to Dr Sen that *they* were *his* neighbours.

(*ii*) As reported by Moni and Ruby (the listeners) :

Yesterday Dr Sen told *us* that *he* was *our* friend's physician. We told *him* (or, pointed out to *him*) that we were *his* neighbours.

(*iii*) As reported by Dr Sen (the speaker) :

Yesterday I told Moni and Ruby that I was *their* friend's physician. Moni and Ruby said that *they* were *my* neighbours.

Note the changes in pronouns. Use your common sense to change the pronouns.

Normally in real life situations, **we do not report every sentence.** Conversations and talks are reported in a **summary form.** Hackneyed expressions like "Addressing his friend by the name of Ramen etc." and mechanical conversion of "it" into "that" etc. should be avoided. *Stress should be laid on reflecting the true mood of the passage rather than to be just "structurally correct."* The report should be readable in the first place. Look at the following examples :

(*a*) Bimal : I am sorry, I missed today's match between Mohan Bagan and East Bengal. Could you tell me the result of the match, please ?

Ranen : Mohan Bagan won the match 2–0. Debu scored the first goal in the 3rd minute while Hira scored the other in the 26th minute.

(*i*) This dialogue as reported by Kamal, *a third person* :

Bimal was sorry to miss the match between East Bengal and Mohan Bagan. He learnt from Ranen that Mohan Bagan had won the match 2–0 in which Debu and Hira had scored a goal each.

(*ii*) This dialogue as reported by Bimal, *the speaker,* the next day :

I was sorry to miss yesterday's match between Mohan Bagan and East Bengal but I learnt from Ranen that Mohan Bagan had won the match 2–0, Debu and Hira scoring a goal each.

(*iii*) This dialogue as reported by Ranen, *the listener* :

Bimal was sorry to miss today's match between Mohan Bagan and East bengal and asked me about the result. I told him that Mohan Bagan had won it 2–0, Debu and Hira scoring a goal each.

Here are some more examples :

(*b*) Raju : Kanu, where are you going ?

Kanu : I am going to meet Apu and his family.

Raju : Don't be late. We shall have to attend a party in the evening.

(*i*) As reported by Raju, *the speaker* :

When I learnt from Kanu that he was going to meet Apu and his family, I advised him not to be late as we should (would) have to attend a party in the evening.

(*ii*) As reported by Kanu, *the listener* :

When Raju learnt on enquiry that I was going to meet Apu and his family, he advised me not to be late as we should (would) have to attend a party in the evening.

(*iii*) As reported by Partha, a *third person* :

When Raju learnt on enquiry that Kanu was going to meet Apu and his (Apu's) family, he advised him (Kanu) not to be late as they would have to attend a party in the evening.

(*c*) Mother : What have you got in your hand ?
Ben : A whistle, mother.
Mother : How much did you pay for it ?
Ben : All the money father gave me yesterday.
Mother : What ! Did you give all the money for the little thing ?
Ben : Yes, and I think I've made a good bargain.

Ben's mother reports this to his father the same day :

Today I saw a whistle in Ben's hand. On enquiry I came to know that he had spent all the money you had given him yesterday to buy the whistle. He seemed to think that he had made a good bargain.

(*d*) On 26th July, Mr Misra came to Mr Dutta's house in the afternoon.

Mr Misra : Good afternoon. Is Mr Dutta at home ?
Kumar : I'm afraid, he is still at the office.
Mr Misra : Oh, I have already rang up at the office but I could not get him there. Would you give him a message, please ? It is about a meeting on Friday. I am sorry I will be away on that day, so I wonder if we can postpone our meeting untill next week. I will ring back your father as soon as possible.
Kumar : Yes, I'll give him the message.

(*i*) Report by *a third person* :

Mr Mishra came to Mr Dutta's house on 26th July in the afternoon and learnt that Mr Dutta was still at his office. He left a message with Kumar, his son, that he would be away on Friday, the date on which a meeting had been fixed. He wondered if the meeting could be postponed to the following week. He would of course ring back as soon as possible.

(*ii*) As reported by *Mr Misra, the speaker* :

I went to Mr Dutta's house on 26th July in the afternoon and learnt that Mr Dutta was still at his office. I left a message with Kumar, his son, that I would be away on Friday, the date on which a meeting had been fixed and so wondered if the meeting could be postponed to the following week. I would of course ring back as soon as possible.

(*iii*) As reported *by Kumar to Mr Dutta, the next day* :

Mr Misra came to our house yesterday in the afternoon and leant that you were still at your office. He left a message that he would be away on Friday when a meeting had been fixed with you. He wondered if the meeting could be postponed to the following week. He would of course ring you back as soon as possible.

(*e*) Study the following telephonic conversation in two forms—the *actual speech* (*Direct*) and the *reported speech* (*Indirect*) :

Actual Conversation

Sunil : Hello !
Subir : Hello ! Could I speak to Tushar ?
Sunil : I am afraid he is out. Can I take the message ?
Subir : Oh, well this is Subir here. I was wondering if Tushar will be free this afternoon. I am going to the book exhibition. I'd like him to come with me if he is free. When will he be back ?

Sunil : He won't be long He's just gone out to get some stamps and envelopes. I don't think he is doing anything this afternoon.
Subir : Well, can you tell him I shall wait for him at the gate at 2 p.m. ? If he doesn't turn up by 2–15, I'll go in.
Sunil : Yes, I'll tell him. Good bye.
Subir : Good bye, thank you.

Reported Conversation

Here is Sunil's reported speech. He reports to Tushar about the telephone call from Subir when Tushar comes back :

"When you *were* out, Subir *telephoned.* He *waned to know* if you *would be* free this afternoon. He is *going* to the book exhibition. He *would like* you to go with him if you *were* free. He *wanted to know* when you *would* be back. I *said* that you *wouldn't be* long, and I *didn't think* you *were doing* anything. He *said he'd wait* for you at the gate at 2 p.m. and if you *didn't turn up* by 2–15 p.m. *he'd go* in."

Note

(*i*) Sunil is reporting to Tushar that very day though some time later ; hence the corresponding past forms of verbs are used in the actual conversation. Only one verb form 'is going' is in the present form indicating futurity (because Subir is going to the exhibition that very day). (*ii*) The use of the pronouns *he* (Subir), *you* (Tushar) and *I* (Sunil). (*iii*) Not every sentence from the beginning to the end has been reported—it's not necessary. It's the message which is important. The other bits at the beginning, and end are conventional ways of talking on the phone and do not have to be reported. In your grammar class or examination paper, however, every sentence has to be changed into the reported or indirect form.

405 To **Summarise a dialogue** is to say in a few words what the main points are. Set out these points, leaving out details or examples unless they are necessary to understand the summary. Here is an example :

Swapna : I have often noticed that you avoid walking under ladders. Why ? Are you superstitious ?
Jyotsna : Of course not. I avoid it because I feel it is dangerous. By the way, I heard your examinations start from tomorrow. I'll keep my fingers crossed, hoping for your success.
Swapna : There you are ! Keeping fingers crossed is a sure sign of being superstitious.

The main points in the above dialogue between Swapna and Jyotsna are :

1. Swapna wants to know if Jyotsna is superstitious.
2. Jyotsna says that she is not superstitious.
3. Jyotsna explains that she avoids walking under ladders, because it can be dangerous.
4. When Jyotsna says that she will keep her fingers crossed, she shows that she is sometimes superstitious.

The **Summary** of the above dialogue might be :

Swapna asked Jyotsna if she (Jyotsna) was superstitious. Jyotsna replied that she was not. She avoided walking under ladders not out of superstition but because it could be dangerous. Later she (Jyotsna) offered to cross her fingers for Swapna's success in the examination showing that she was superstitious, after all.

EXAMPLES WORKED OUT

Change the sentences to Indirect Speech :

A. 1. "What did you eat last night ?" asked my mother.

2. "Do not go out in the sun," said the teacher to the boys.

3. "Please be seated," said the host to us.

4. "Where do you propose to go tomorrow ?" said the employer to him.

5. "What are you doing here ?" he cried in a gruff voice.

6. "I cannot understand why the Spring is so late in coming," said the Selfish Giant. "I hope there will be a change in the weather."

7. "Perhaps you have left it in the garden," my aunt would suggest.

8. "It's yesterday's paper !" he would shout, throwing it down upon the table.

9. The young woman said, "I cannot catch smallpox because I have had cowpox. Everybody in the neighbourhood has proved this to be true."

10. "How selfish I have been !" the Giant said. "Now I know why the Spring will not come here."

11. The teacher said to Mohan, "Please open the window."

12. The doctor said, "You have a mild attack of rheumatism. Take an injection."

13. "My garden is my own garden", said the Giant, "I will allow nobody to play in it but myself."

14. "Climb up ! little boy", said the Giant.

15. The child asked her mother, "Do you think it is greedy to ask for more sweets ?"

16. The father said, "Bring me the book, son."

17. He said to his teacher, "My father died last night."

18. The teacher said to the student, "Leave this room at once."

19. George said to Rebecca, "I came to India today, and I will leave for England tomorrow."

20. The father said to his son, "Have you done well in the examination ?"

21. "Let me go. Let me go. Let me go. I am tired," I cried.

22. "Oh, I am glad. Oh, I am glad," I exclaimed. "I had no relations till yesterday—and now I have three."

23. "Good morning, Mrs. Poole", said Mr. Rochester. "How is Moli today ?"

24. "Please, please trust me, Bevan !" Wayne shouted. "You will have to trust me."

25. "We have been here for two months and are going to stay here for one month more," she said.

26. (i) The teacher said to me, "Have you done the sum ?" I said, "No".
(ii) "Good Heavens !" said the old man, "what a shocking news !"
(iii) "Goodbye ! dear friend," said the patriot, "we will meet again."
(iv) Corrie : What the hell are you doing ?
Mrs. Meldon : I'm destroying your foul invention.

27. (i) "Which do you think is the best Sunday paper ?" asked the teacher.
(ii) He said to her, "Whose typewriter are you using ?"
(iii) "How dirty the house is !" he observed.

28. (i) "Which chair am I to sit on ?" asks he.
(ii) She keeps saying that she is a failure. (Change into Direct speech)
(iii) Our friend says, "I have won the match !"

5. Amal — I am sorry Sandip, I have got a bad report about you from your headmaster.
Sandip — Is it about an incident in the playground ?
Amal — Yes, and more. As to the particular incident, I am shocked that you could sink so low.
Sandip — The boy called me names, and I lost my temper and hit him.

6. Nihar — Father, some of my friends are going on a tour during the Puja vacation. I should like to go with them if you permit.
Father — What is your plan ?
Nihar — We propose to begin with Agra and end with Mussoorie.
Father — Have you made an estimate of expenses ?
Nihar — Yes, they will not exceed Rs. 800 per head. We shall travel second class on concession tickets and put up at cheap hotels.

(c) *Report the following conversations in a summary form. Do not try to report every word of every line* :

1. Sudeshna : Jharna, will you be going to Digha for the week-end ?
Jharna : Yes.
Sudeshna : I'll take you in my car if you like. I'll be going on Friday.
Jharna : Thanks for the offer, but I can't go on Friday. There's an operation case on Thursday and I must be here to check on the patient.

2. Vidyasagar : Mother, why don't you use the new woollen shawl ? Don't you like it ?
Bhagabati Debi : You have certainly bought a nice warm shawl for your mother. But I have many sons and daughters in this village. Many of them haven't got anything for use in winter. How can I use mine ?

3. Traveller : Excuse me, is this the way to the railway station ?
Local man : Yes, it is. Walk straight ahead for about two minutes and then turn right at the second crossing. You'll get there in a minute. It's on the right.

4. "No, I won't do it," said William. He was afraid of killing his little son.
But little Walter was a brave boy. He wanted to save his father from the cruel Gessler. So he said, "I'm not afraid, father. I know you can shoot the apple." then he put the apple on his head and stood under the tree. "Now, shoot, father," he said, "I won't move." — Imagine you are Walter.
Report this to a friend of yours.

CHAPTER XXXIII

PHRASES

406 **Phrases** are of **six kinds :**

(1) A **Noun Phrase** does the work of a Noun :

To ride well requires practice. *His going home* is uncertain. He likes to *play tennis*. He enjoys *walking by the river-side.*

(2) An **Adjective Phrase** does the work of an Adjective :

He gave me a chain *of gold* (= *a gold* chain). He is *without fear* (= *fearless*). It is the deed *of a hero* (= a *heroic* deed). I am *free from blame* (= *blameless*). He is a man *of fame* (= a *famous* man). This is a cycle *made in England* (= an *English cycle*). The house *built long ago* (= the *old house*) fell down.

The Adjective phrases in the above examples stand for the Adjectives given within brackets. But **not all Adjective phrases can be replaced by Adjectives.** For examples :

The man *in the street* knows it. The tree *in front of my house* has been cut down. A boy *desirous of winning the prize* must work hard.

Note

The same phrase may be Noun or Adjectival according to use. Thus, *walking by the river-side* is Noun in "He enjoys *walking by the river-side*", but Adjectival in "The boy *walking by the river-side* is my brother."

(3) An **Adverbial phrase** does the work of an Adverb :

He was *at the place* (= *there*). He worked *with care* (= *carefully.*) He came *at a great speed* (= *quickly*). I want it *at this moment* (= *now.*) You can get it *in all places* (= *everywhere*). He will come *before very long* or *at an early date* (= *soon*). He fell down *on this spot* or *at this place* (= *here*).

But **not all Adverbial Phrases can be replaced by Adverbs :**

He came *to see me.* We fell *from the tree.* Come *into the garden.* This must be done *at any price.* He lives *on a small income.*

Note

The same phrase may be Adjectival or Adverbial according to use. Thus, in "He is *in the room*", the phrase is Adverbial ; but in "The men *in the room* rushed out", it is Adjectival.

(4) A **Prepositional Phrase** does the work of a Preposition :

He stood *in front of* me. She is *at the point of* death. He persevered *in the teeth of* all opposition. He could not come *on account of* illness.

Note

Note that the whole phrase *in front of* in the 'first sentence' is adverbial, qualifying *stood* ; but *in front of* is prepositional.

(5) A **Conjunctional Phrase** does the work of a Conjuction :

Come *as soon as* you can. *No sooner* had he left the place *than* the fire broke out. *Not only* he *but* his brother *also* were present.

(6) An **Interjectional Phrase** does the work of an Interjection :

What a pity ! *By Jove* ! *Good heavens* !

Note

The term *verbal phrase* is used by some for *group verbs.* He *laughs at* me. He *looks down upon* me. But as there is a *finite* verb in it, the term *phrase* cannot be properly applied.

EXERCISE 52

(*a*) *Pick out the Noun Phrases in the following* :—

1. To err is human ; to forgive, divine.
2. I like to read.
3. He enjoys playing football.
4. I want to do the work.
5. Running so fast is very creditable.
6. To do that was risky.
7. He tried to oppose me.
8. He was accused of having committed a theft.
9. Children are fond of playing games.
10. Walking in the sun is sometimes injurious to health.
11. I promise to go there.
12. He loves walking alone by the sea-side.

(*b*) *Pick out the Adjective Phrases in the following* :—

1. A man of sense can never do so.
2. He gave me a cow of white colour.
3. The book on the table is mine.
4. It is a chain of gold.
5. A boy, neglectful of his duties, can never shine in life.
6. Careless of dangers, he proceeded on his way.
7. He lived in a house built of stone.
8. A friend in need is a friend indeed.
9. He is a boy devoid of common sense.
10. This is a watch made in Switzerland.
11. I want the advice of a medical man.

11. He lived a life of purity and simplicity.
12. The news of his death reached there at last.
13. What does the boy in the street shout about ?
14. They did the work in a careless manner.
15. He was absent on account of his son's illness.
16. He left the room in a fit of anger.

CHAPTER XXXIV

CLAUSES

(407)

As he is ill, he cannot come.
This is the boy *who did it.*

In the first sentence, each of the parts *"As he is ill"* and *"he cannot come"* is a complete sentence, having a subject and a predicate of its own. Each of these two small sentences again forms part of the big sentence *"As he is ill, he cannot come."*

Similarly, in the second sentence the two small sentences *"who did it"* and *"This is the boy"* are parts of the big sentence *"This is the boy who did it".*

Such small sentences which form part of a big sentence are called **Clauses.**

*A **Clause** is a group of words having a subject and a predicate of its own, but forming part of a bigger sentence.*

This means that : **A Clause is a sentence forming part of a bigger sentence.**

In the above examples, "As he is ill", "he cannot come", "This is the boy", "who did it" are all clauses.

(408) Kinds of Clauses :

Clauses are of **three** kinds :

(A) Principal Clause
(B) Subordinate or Dependent Clause
(C) Co-ordinate Clause

(409) Principal and Subordinate (Dependent) Clause :

As he is ill, he cannot come.
This is the boy *who did it.*

In the first sentence, the clause *"he cannot come"* can stand alone and makes a complete sense by itself. But the clause *"As he is ill"* cannot stand by itself as a sentence without depending on the clause *"he cannot come".*

Similarly, in the second sentence the clause *"who did it"* has to depend on the clause *"This is the boy"* to convey the complete meaning.

*A clause that is dependent on another clause is called a **Subordinate** or **Dependent Clause**.*

*The clause which stands by itself and on which the **Subordinate Clause** depends is called the **Principal Clause**.*

In the examples above, *"he cannot come"* and *"This is the boy"* are Principal Clauses. *"As he is ill"* and *"who did it"* are Subordinate or Dependent Clauses.

Note the following examples :

Sentence	*Principal Clause*	*Subordinate Clause*
I know where he is.	I know	where he is.
The book that you gave me is lost.	The book is lost	that you gave me.
If you come you can meet him.	you can meet him	If you come.

Remember, *finite verb* is the main indication of a clause. Every clause must have a finite verb and the number of finite verbs in a sentence indicates the number of clauses. Finite Verb-ই clause-এর মূল জিনিস। প্রত্যেক clause-এর **একটি finite verb** থাকিতে হইবে, এবং একটি sentence-এ **যতটি finite verb** ততটি **clauses** থাকে।

(410) Co-ordinate Clause :

He went home *and* then left for Delhi.
He is poor *but* will help you.

In the first sentence, either of the two clauses *"He went home"* and *"then (he) left for Delhi"* can stand by itself as a complete sentence without depending on the other. They are of *equal rank* and are connected by the Co-ordinating Conjunction *and.*

In the second sentence, the clauses *"He is poor"* and *"he will help you"* do not depend on each other to make a complete sense. They are of *equal rank* and connected by the Co-ordinating Conjunction *but.*

Such clauses are called Co-ordinate Clauses.

*A **Co-ordinate Clause** is of the same rank as another and is connected by a Co-ordinating Conjunction with the latter.*

Thus, a clause may be co-ordinate with a Main clause, or with a Subordinate clause.

Co-ordinating clauses are connected with each other by co-ordinating conjunctions such as *and, but, yet, or, not only—but also, either—or, neither—nor, therefore,* etc.

Note the following examples :

He left the place, *but* I remained there.
He is lame *and* cannot go there alone.

Either you must come *or* I shall go.
I cannot come *for* I am ill.
Read *or* you will fail.

(411) Subordinate Clauses are of three kinds :

A. The **Noun Clause** does the work of a noun.
B. The **Adjective Clause** does the work of an adjective.
C. The **Adverbial Clause** does the work of an adverb.

A. The Noun Clause or Nominal Clause

(412) The **Noun Clause** does the work of a *noun* and it is usually introduced by the conjunction *that,* expressed or understood, or by an *interrogative pronoun* or an *interrogative adverb* :

I know *that* he is ill. They say (*that*) he is dead. *That* he is ill is known to all. I know *what* he wants. I shall enquire *who* did it. I asked him *if* (or *whether*) he was there. I know *why* he did it.

(413) The **Noun Clause** may be :

(*a*) The *subject* of a verb :

That he is ill is known to all.
When he will come is uncertain.

(*b*) The *object* of a verb :

I know *when he will come.*
He said *that he would go.*

(*c*) The *object* of a preposition :

I know nothing of *what he will do.*
It depends on *how he behaves.*

(*d*) The *complement* to a verb :

That is *what we expected.*
The truth is, *he is ill.*

(*e*) In *apposition* to a noun or *it* :

There is a rumour *that he is dead.*
It is true *that he has come.*

EXERCISE 53

(*a*) *Pick out the Noun Clauses from the following and parse them* :—

1. I know that you are right.
2. I heard what he had said.
3. When he will go is not known.
4. It is clear that he did it.
5. I know where he lives and what he does.
6. There is a rumour that he will return soon.
7. Why he said so is a mystery.
8. Can you say when he will come ?
9. That he is intelligent is admitted by all.
10. It is said that he will resign.
11. I know nothing about what he will do.
12. The girl asked me if I had seen her father.
13. They promised that they would try.
14. I asked him if he knew when the examination would commence.
15. It is known that he is a rogue.

(*b*) *Substitute Nouns or Phrases for the Noun Clauses* :—

1. I know where he was born.
2. We have heard that he is ill.
3. The report that he is dead is false.
4. Everything depends on how he behaves.
5. I noticed that you were absent.
6. I wish that you would succeed.
7. I doubt if he can do it.
8. When he will go is uncertain.
9. I resent that you are so rough.
10. The jury declared that the prison was innocent.

Model :—

I know why he was angry — I know the reason of his being angry.
He admitted that he had seen me — He admitted having seen me.
We have heard that he has died — We have heard the report of his death. Or, We have heard of his death.

(*c*) *Substitute Noun Clauses for the italicised portions* :—

1. I admit *my fault.*
2. This is *his birth-place.*
3. The *time of his arrival* is not known.
4. We have heard of *his success.*
5. There is no truth in *your statement.*
6. The teacher noted *your absence.*
7. I wish *you long life.*
8. You must listen to *my speech.*
9. I hope *to succeed.*
10. I know *him to be guilty.*
11. He told me *the manner of his escape.*
12. There is no truth in the report *of his death.*
13. I assure you *of my help.*

Model :—

I have heard *of his failure* — I have heard *that he has failed.*
I do not believe *his statement* — I do not believe *what he says.*

❖⌘❖⌘❖

B. The Adjective Clause

(414) **Adjective Clause** does the work of an adjective in a sentence qualifying a *noun* or a *pronoun.*

I know the boy *who did it.*
This is the place *where he was born.*
I have lost the book (*which*) *you gave me.*
This is the reason *why he failed.*

In the above sentences, the clauses in italics qualify the words *"boy", "place", "book"* and *"reason"* as Adjectives. Hence these are all Adjective Clauses.

(415) The **Adjective Clause** is introduced by—

(*a*) Relative Pronouns — *who, which, that, as.*

(*b*) Relative Adverbs — *when, where, how, why, whence, as.*

This is the boy *who did it.* I shall give a prize to one *that will be able to complete the work.* I know the time *when he comes.* He lives at the place *where I lived.* This is the reason *why he failed.*

(416) But the Relative Pronoun is often omitted, when, if retained, it would have been in the objective case :

That is the man (*whom*) *I saw.* The book (*which*) *he bought* has been lost. I have forgotten the story (*that*) *he told me.*

Note

(a) It will be noted that *who, which, why, when, where,* etc., introduce both Noun and Adjective Clauses. But there can be no confusion if one bears in mind that the clause introduced by them is **noun** only when they are **interrogative** (pronouns or adverbs) *introducing dependent questions,* and **adjective** only when they are **relative** (pronouns or adverbs), *i.e., when they qualify antecedents* :

Noun Clauses	*Adjective Clauses*
Tell me *who did it.*	I know the boy *who did it.*
Tell me *when he will come.*	Tell me the time *when he will come.*
I know *why he said so.*	I know the reason *why he said so.*
I know *how he did it.*	Tell me the way *how he did it.*

(*b*) For *Clauses introduced by "what"* see Art. 449.

(417) *Adjective Clauses* are sometimes introduced by the relative pronoun **but :** There is none *but wishes* (= who does not wish) *to be happy.*

(418) Clauses introduced by *who, which, when, where,* etc. are **subordinate adjectival** only when the words are used in a **restrictive** sense, restricting and defining the antecedents. But when the words are used in a **continuative** sense to give further details, the clauses they introduce are **co-ordinate.**

Restrictive and hence, subordinate Adjectival

1. The book *which I bought* is lost.
2. I know the boys *who are present.*
3. I know the place *where he lives.*

Continuative and hence, Co-ordinate

1. My horse, *which* (= and *it*) *is in the stable,* is an Arab.
2. I saw him yesterday, *when* (= and then) *he gave the news.*
3. I went to your father, *who* (= and he) *promised to help me.*

Note

(*a*) A restrictive clause *may be introduced* by *that* ; but a continuative clause is never introduced by it.

(*b*) As stated in Art. 129 (*b*) Note (*a*), a Relative pronoun or Adverb, when used in a continuative sense, *generally* takes a comma before it. **But the presence of commas is not the decisive mark of a Relative Pronoun or Adverb being used in a continuative sense.** Restrictive clauses also may have commas before and after them :—

(*i*) William, *who did not much like the journey,* said it was too deep for them to venture on. — *A.B.C. of Eng. Usage,* p. 47.

(*ii*) Among the men, *who came here today,* not one turned out to be honest. Man has the power of making instruments, *which bring into view stars,* whose light has taken a thousand years to reach the earth. — *Nesfield.*

(*iii*) Whilst the authors of all these evils were idly and stupidly gazing on the menacing meteor, which *blackened all their horizon,* it suddenly burst — *Oxford Course in English Composition,* p.10.

In the above examples the clauses in italics are treated as (subordinate) adjectival by the authorities concerned.

EXERCISE 54

(*a*) *Pick out the Adjective Clauses and parse them* :—

1. The book that you gave me is lost.
2. I know the day when he will come.
3. Do not mention the time when you saw me.
4. The girls you saw are my sisters.
5. This is the house I bought.
6. He is the best boy that I have ever seen.
7. I want such a pen as will write well.
8. This is the same book as that.
9. I have lost the watch I bought the other day.
10. Only such boys are wanted as can speak fluently.
11. This is the story you told me.

(*b*) *Substitute Adjective or Adjective Phrases for Adjective Clauses* :—

1. I know the place where he was born.
2. Everybody loves a boy who speaks the truth.
3. I know the time when he will arrive.
4. The tree that stood in front of my house has been blown down.
5. I want a pen that is made in India.
6. A servant who is faithful always serves his master.
7. The boys that will succeed will get prizes.
8. Uneasy lies the head that wears a crown.
9. The reason why he failed is known.

(*c*) *Substitute Adjective Clauses for Adjectives or Adjective Phrases* :—

1. The boy sitting by me is my brother.
2. Only a boy of perseverance will succeed.
3. Water to drink should be pure.
4. No bareheaded person was allowed to enter.
5. Give me a pair of cloths made in India.
6. I have been to his place of residence.
7. The men in the room rushed out.
8. He informed us of the date of his arrival.
9. I know the path leading to his house.
10. They accepted the proposal put forward.
11. He loves his native village.

(*d*) *State whether the clauses introduced by "who", "which", "when", "where" in the following sentences are restrictive or continuative* :—

1. I have seen the boy who stood first in the examination.
2. My brother, who has seen you, will pardon you.
3. The place where he was born has been washed away by the Padma.
4. This is Calcutta where he was born.
5. He failed, which is a mystery.
6. I bought the horse which had won the race.
7. I have bought a horse which will win the race.
8. The girl lived in Dacca, where she was a student.
9. The girl went to the village where she had been a student.
10. The girl lives at her native village where she is a student.
11. I went to the boy, who promised to help me.
12. I went to the boy who had promised to help me.
13. I know your brother who is a pleader.

C. The Adverbial Clause

(419) **Adverbial Clause** does the work of an adverb in a sentence modifying a *verb, adjective* or *another adverb.* Adverbial Clauses can be introduced by any of the subordinating conjunctions excepting *that* used in Apposition :

(1) **Adverbial Clauses of Time** indicate *time* and are introduced by *when, while, after, before, till, until, since,* etc.

Wait *until I come.* He came *when I was there.* Strike *while the iron is hot.* He came *after I had left.*

(2) **Adverbial Clauses of Place** indicate *place* and are introduced by *where, whence, wherever,* etc.

Stay *where you are.* Return *whence you come.*

(3) **Adverbial Clauses of Reason or Cause** indicate *reason* or *cause* and are introduced by *because, as, since, that,* etc.

He cannot come *because he is ill. As he is ill,* he cannot come. *Since you are ill,* you need not come. I am sorry *that you said this.*

Note

The Subordinate clauses in sentences like *I am sure you will succeed; He is satisfied that you are right; Be careful what you say* may also be treated as Noun clauses with prepositions understood before them : *I am sure "of" that you will* etc. *He is satisfied "of" that you* etc. *Be careful "of" what* etc.

(4) **Adverbial Clauses of Purpose** indicate a *purpose* and are introduced by *that, in order that, so that, lest,* etc.

We read *that we may learn.* He works here *in order that he may succeed.* Walk slowly *lest you should fall.*

Note

For *in order that, so that, lest,* see Art : 292 (c) Note.

(5) **Adverbial Clauses of Result** indicate *result* and are introduced by *that, so .... that, such .... that* :

What have I done *that you desert me?* I am *so tired that I cannot walk.* He is *such* a fool *that I cannot depend on him.*

The conjunction *that* is sometimes understood.

He is so weak *he cannot walk.* You were so late *I could not wait.*

(6) **Adverbial Clauses of Manner** indicate *manner* and are introduced by *as* :

Travel *as you like.* It happened *as I expected.*

(7) **Adverbial Clauses of Condition or Supposition** indicate *condition* or *supposition* and are introduced by *if, unless, in case, whether, on condition, provided (that), supposing that,* etc .:

If I succeed I shall help you. I shall not go *unless you come.* I may come *in case I have time.* He will come *provided he gets leave.* I shall try, *whether I succeed or not (succeed).*

Sometimes, the introductory conjunction is omitted :

Had I been (= if I had been) rich, I would have helped you.

Were I (= if I were) present, I would have opposed you.

(8) **Adverbial Clauses of Concession** are introduced by *though, although, even if, even,* etc.

Though he is poor, he is honest. *Even if I fail,* I shall not give up hope. *Although they were present,* they said nothing.

Sometimes adverbial clauses of concession are introduced by pronouns or adverbs combined with *ever,* viz., — *Whoever, whatever, whichever, however* :

However strong you may be, I am not afraid of you. *Whatever you may say,* I do not believe you. *Whoever he may be,* he cannot be allowed.

(9) **Adverbial Clauses of Comparison** or **Degree** are introduced by *so.... as, such..... as, as..... as, than, the* :

He is not *so* tall *as* his brother. He is *as* wise *as* you. She is taller *than* you. *The more the merrier.*

420 The **Relatives "who"** and **"which"** make adverbial clauses when they signify **cause or purpose ;** See also Art. 129 (c).

Cause : My brother *who* (= *because* he) *is ill* cannot come. The picture *which* (= *because* it) *was spoiled,* has been thrown away.

Purpose : I shall send my brother *who will* (= *that* he may) *do the work.*
I have bought a dog *which* (= *in order that* it) *would guard my house at night.*

E EXERCISE 55

(*a*) *Pick out the Adverbial Clauses and parse them* :—

1. Wait until I return.
2. Stay where you are.
3. As he is ill, he cannot come.
4. He worked hard that he might win the prize.
5. If you sit idle, you cannot prosper.
6. I shall go whatever may happen.
7. Do as I tell you.
8. He spoke so loud that he could be heard by everybody.
9. Though he is weak, he will try.
10. I shall help him, whether you like it or not.
11. However rich you may be, I am not afraid of you.
12. I am grieved that you do this.
13. You cannot succeed until you give up your bad habit.
14. He came when we were playing.
15. Come as soon as you can.

(*b*) *Substitute Adverbs or Adverbial Phrases for the Adverbial Clauses* :—

1. He came here that he might see me.
2. I went there when it was evening.
3. He came after I had left.
4. He was angry with me because I had disobeyed his orders.
5. He walked slowly lest he should fall.
6. As he is ill, he cannot go to school.
7. He punished me that I might be warned for the future.
8. When I was a child, I often thought so.

(*c*) *Substitute Adverbial Clauses for the Adverbial Phrases* :—

1. He cannot come on account of his mother's illness.
2. He did not speak for fear of displeasing you.
3. He succeeded by dint of perseverance.
4. He is too weak to walk.
5. I returned home in the evening.
6. He acted according to instructions.
7. He tried with all his might.
8. He will arrive after your departure.
9. He was frightened to see the animal.
10. On his return he was given a rich reward.
11. We shall start after dinner.
12. I cannot do it without your help.
13. In spite of his opposition, I carried the point.

(421) Note that the nature of a clause depends upon the work done by it, and not upon its wording. The **same clause may be a Noun clause, or Adjective Clause, or an Adverbial Clause,** in different sentences, as in the examples given below :—

1. I know *where he lives* — Noun clause, object of *know.*
2. I know the place *where he lives* — Adj. clause, qualifying *place.*
3. I shall go *where he lives* — Adverbial clause, qualifying *shall go.*

EXERCISE 56

(*a*) *Distinguish between a Phrase and a Clause.*

(*b*) *Pick out the Phrases and Clauses from the following and state to which classes they belong* :—

1. I hear that my father is ill.
2. He could not pass on account of illness.
3. The teacher was displeased with the boy who could not say his lessons.
4. The other day, when I was on my way to the station, I met a lame man lying on the road.
5. There is a tree in front of my house.
6. He is so much pleased that he has promised a donation.
7. In course of conversation he told me that he knew me to be a good man.
8. That was exactly what was expected.
9. Where he lives is not known.
10. I know what he wants.
11. Stay where you are if you would escape danger.
12. I have not heard from him since he left the place.
13. He did as he was asked to do.

(*c*) *Substitute a clause for italicised portion in each of the following sentences and state to what class it belongs* :—

1. I shall not move out *till sun-set.*
2. He has heard *of your success.*
3. I am surprised *at your failure.*
4. The tree *in front of the house* has been blown down.
5. I am hopeful *of his recovery.*
6. He levelled his gun at the birds *flying overhead.*
7. Everybody loves *a dutiful boy.*
8. His *failure* took us by surprise.
9. I believe his *statement.*
10. You cannot win the reward *without my help.*
11. This is my *birth-place.*
12. *His innocence* was clearly proved.
13. He left *at day-break.*
14. He returned *to his native place.*
15. *But for your help* I would have been ruined.
16. I met him *on my way to school.*
17. *Tired by long walk,* he rested under a tree.
18. The *first boy* will get a prize.
19. Water *to drink* must be pure.
20. I have heard *about his arrival.*

CHAPTER XXXV

SENTENCES : SIMPLE, COMPLEX, COMPOUND

(422) Sentences are divided into **three classes** according to their structure :

Simple, Complex, Compound.

(423) **A Simple sentence** is one that contains only *one subject* and *one finite verb,* expressed or understood. It may have qualifying words, objects, etc. for the Subject and the Verb also. But the **main thing** is that it has only **one subject** and **one finite verb.**

Simple sentence-এ **মাত্র একটি subject** ও **একটি finite verb** থাকে। অবশ্য subject এবং verb-এর qualifying words, objects ইত্যাদি থাকিতে পারে। কিন্তু **মূল জিনিষ finite verb মাত্র একটি** ও **subject মাত্র একটি।**

Note the subject words and the verbs given in *italics* in the following sentences :

I came.
I came home.
I came home yesterday.
The good *boy obeys* his parents.
Barking *dogs* seldom *bite.*

See also Art. 428.

(424) **A Complex sentence** is one that contains *one* Principal clause with one or more Subordinate clauses. **The number of clauses will be the same as the number of finite verbs in the sentence.**

Complex Sentence -এ **মাত্র একটি Principal clause** ও **এক বা একাধিক Subordinate clauses** থাকে। মনে রাখিও **যতটি finite verbs ততটি clauses.**

In the following examples, the clauses in *italics* are Principal :

I know when he will come.
This is the place where he was born.
As you are rich, *you must help those* who are poor.

The first sentence has only two finite verbs (*know, will come*) ; so it has *two* clauses :

I know—Principal clause.
when he will come—Subordinate Noun clause, object to *"know".*

The Second sentence also has only two finite verbs (*is, was born*) ; so it has *two* clauses :

This is the place—Principal clause.
where he was born—Subordinate Adj. Clause, qualifying *"place".*

The third sentence has *three* finite verbs (*are, must help, are*), so it has three clauses—two Subordinate and one Principal :

As you are rich—Subordinate Adv. clause, qualifying *"must help".*
you must help those—Principal clause.
who are poor—Subordinate Adj. clause, qualifying *"those".*

Similarly, in the following examples, the clauses in italics are Principal :

This is the boy who helped me. *He stayed on* until I arrived. Since you are ill, *you need not go.* Though he is my friend, *I cannot support him.*

(425) A **Compound sentence** is one that contains *two or more* independent clauses with or without any Subordinate clause joined together by **co-ordinating conjunctions** like *and, or, then, but, else, however, therefore, still, yet, for,* etc.

Compound sentence-এ একাধিক Principal clause থাকে, Subordinate clause থাকিতে পারে, নাও পারে।

I am weak, *but* I shall go.
I went there *and* found that my brother was ill.
The book which you gave me was a good one, *but* I have lost it.

The first sentence has only two finite verbs (*am, shall go*) ; so it has two clauses :

I am weak—Principal clause
I shall go — Principal clause

The second sentence has three finite verbs (*went, found, was*) ; so it has three clauses :

I went there—Principal clause
(*I*) *found*—Principal
that my brother was ill—Subordinate Noun clause, object to *"found"*.

The third sentence has three finite verbs (*gave, was, have lost*) ; so it has three clauses :

The book was a good one—Principal clause.
I have lost it—Principal clause
which you gave me—Subordinate Adj. clause, qualifying *"book"*.

(426) Co-ordinate clauses are also joined by a Relative Pronoun or Adverb, used in a **Continuative,** and not in a Restrictive sense, *i.e.*, when the relative can be broken up into "and he". "and it", "and this", "and there", "but he", etc. See Art. 418.

He helped me, *which* (= and this) was very kind of him.
I went to Calcutta, *where* (= and there) I stayed for one month.
I went to the Principal *who* (= and he) spoke kindly to me.
At last I found him, *which* (= and this) relieved me of my anxiety.

(427) Contracted sentences— Compound sentences often appear in a contracted or shortened form in order to avoid the needless repetition of the same word :

(*a*) With *two or more predicates to the same subject* :

He *came* and (he) *delivered* a lecture.
I was *pleased* but (I) could not *do* anything.

(*b*) With *two or more subjects to the same predicate* :

They as well as *you* are wrong.
Either *he* (must go) or his *brother* must go.
He is poor, but (he *is*) honest.

(428) (*a*) When two or more nouns are joined by **and,** they are not separate subjects to the same verb, but *one* compound (double or multiple) subject to the plural verb following. Thus, "He *and* his friend left the place," "The man *and* his wife were poor" are **simple** sentences with "He and his friend" and "The man and his wife" as their **compound** or **double subjects.**— *Nesfield, Tipping. E. Smith.*[1]

(*b*) When the subjects joined by *and* are **inseparable,** or when two or more nouns, joined by *and,* denote a **single** fact, the sentence is not Compound :

He *and* I are great friends. He *and* I agreed. Meera *and* Anjali are walking together. Curry *and* rice is my favouriate dish. The sum *and* substance of his story is this.

The first sentence cannot be broken up into 'He is a great friend' and "I am a great friend",

[1]But MEU gives, "You and I would rather see that angel" as an example of a compound sentence.

because neither of these makes any sense. Similarly, the second and third sentences. In the fourth and fifth sentences, the subjects are the *collective* ideas conveyed by "curry and rice" and 'sum and substance'. 'He and I', 'He and I', 'Meera and Anjali', 'curry and rice', 'sum and substance' are **compound subjects,** and the **sentences** are all **simple.**

(*c*) 'When two nouns or phrases are connected by the conjunction "*or*", and the "*or*" is *not used in an alternative sense*, they should be regarded as constituting a single subject :—

A tribe *or* caste is part of a nation.

Here *caste* is used merely as another name for *tribe.* — Nesfield.

(429) Whether a sentence is complex or compound is determined by the number of its principal clauses, and not by the number and nature of its subordinate clauses. A complex sentence may have two or more subordinate clauses joined by co-ordinating conjunctions.

The boy *who came here yesterday* and *whom you must have seen* is my brother. *As he is ill* and *the doctor has advised him rest,* he cannot come to welcome you.

Similarly, a Compound sentence may have any number of subordinate clauses dependent on its principal clauses.

(*a*) *I shall go there* when you come, *but return* as soon as you leave the place. (*b*) As he is ill, *he cannot move out, but we expect* that he will come round before the ceremony ends.

Therefore, **to determine whether a sentence with co-ordinating conjunctions is complex or compound,** we shall see if the co-ordinate clauses are independent or subordinate. If independent, the whole sentence is *compound* ; but if subordinate, the sentence is *complex.*

Note

(*a*) Some use the term **"Mixed sentence" ;** but in view of the arguments given above, it is not desirable.

(*b*) Modern grammarians use the term **Double** and **Multiple** for sentences in which the clauses are linked by co-ordinating conjunctions :— **Double** for a sentence that consists of *only two* principal co-ordinate clauses ; and **Multiple** for a sentence of *more than two* principal co-ordinate clauses.

Each of the coordinate clauses of a double or multiple sentence may have one or more subordinate clauses of its own. Thus, "He came and played", and the examples (*a*) and (*b*) above are double sentences. The following are examples of multiple sentences :

He came to the town, stayed for a few days and then returned to his village home. When he was ill, he consulted the doctor who had examined him before ; but as the latter could not diagnose the disease this time, he went to my brother and sought his help.

EXERCISE 57

State whether the following sentences are Simple, Complex or Compound ; pick out the clauses and show their connection :—

1. I know that he will come.
2. When will you go home to see your brother ?
3. Seeing this, he burst into tears.
4. They did not go there, but remained with me all the time.
5. There was a boy in our village who once saved a drowning girl.
6. When he will come is known to everybody.
7. I left the place after he had come.
8. As I am ill, I cannot go there ; but I shall do the needful from here.
9. You must work hard ; otherwise you will fail.
10. If you go there, you will be rewarded.
11. I do not want you to go there without your father's permission.
12. When I heard that the boy had fallen from the tree, I at once ran to his house and gave him all the help that I could give.

CHAPTER XXXVI

ANALYSIS OF SENTENCES

430 In grammar, **Analysis** means the dividing up of a sentence into its various parts according to the work which they do in the sentence. The different parts of a sentence are :

Subject group	1.	The Subject
	2.	Adjuncts to the Subject, *if any.*
Predicate group	3.	The predicate-verb, generally called the Predicate.
	4.	Object, *if any,* with qualifying words.
	5.	Complements, *if any.*
	6.	Adverbial Adjuncts, or Extensions to the Predicate, *if any.*

Note

Of these, the first and the third are essential to the sentence, the rest may or may not be present.

431 The **Subject** is a word, or a group of words, that denotes the person or thing about whom or which something is said. It must be a *noun* or *a noun-equivalent* :

1. A Noun : *Birds* fly. *India* is our motherland.
2. A Pronoun : *We* laugh. *They* weep.
3. An Adjective : *The virtuous* are happy.
4. An Infinitive : *To err* is human.
5. An Infinitive Phrase : *To have done that* was risky.
6. A Gerund : *Swimming* is a good exercise.
7. A Verbal Noun : The *writing* of letters well is not easy.
8. A Phrase : *Success at any cost* was his aim.
9. A Clause : *That you will come* is known.
10. A Quotation : "*All the world is a stage*" occurs in Shakespeare.

432 **Adjuncts** to the **Subject** are **Adjectives** or *equivalents to adjectives.* The principal Adjuncts of this class are :

1. An Adjective : A *good* boy is loved by all.
2. A Participle : *Flying* clouds are seen in the sky. The *defeated* team also got a cup.
3. A Participial phrase : The boy *playing on the lawn* is my brother.
4. A Noun or Gerund used as an Adjective : The *street* boy is laughing. *Drinking* water should be pure.
5. A Gerundial Infinitive : Water *to drink* should be pure.
6. A Noun or a Pronoun in the Possessive case : *My* brother is ill. *His father's* watch was stolen.
7. A Noun or an Emphatic Pronoun in apposition : Ramesh, *my brother,* is ill. He *himself* did it.
8. A Preposition with an object : A man *of principle* is liked by all.
9. An Adv. used as an Adj. : The *then* king did it. The *down* train is coming.
10. An Adj. Clause : Boys *who work hard* succeed.

Note

Articles are really attributes, and hence Adjuncts ; but they are treated by some as parts of the subject-word.

EXERCISE 58

Pick out the Subjects and Adjuncts to Subjects :—

1. A good boy minds his lessons.
2. The letter-box is red.
3. A young man of strong character is required for the post.
4. Seeing me there, he dared not open his mouth.
5. A few flying birds, about ten in number, were shot down.
6. The report of his death is not true.
7. Having finished his work, he left for home.
8. The boy standing there is my brother.
9. The sweet days of our boyhood are gone for ever.
10. The city of Calcutta was formerly the capital of India.
11. The teacher, coming to know of his conduct, ordered him out.

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(433) **Adverbial Adjuncts** are *Adverbs* or *equivalents to adverbs.* The principal kinds of Adverbial Adjuncts are :—

(*a*) An Adverb — He speaks *well.* He acted *wisely.*
(*b*) An Adjective used as an adverb — He died *happy.*
(*c*) An Adverbial phrase — They walked *side by side.*
(*d*) A Participle — He went away *disappointed* (or, *weeping*).
(*e*) A Gerundial Infinitive — He came *to see me.*
(*f*) An Adverbial object — He walked *all day* (or, *five miles*).
(*g*) A Preposition with an object — We arrived *in time.*
(*h*) An Absolute phrase — *The sun having set,* we left the place.
(*i*) An Adverbial clause — He went away *after I had left.*

Note

Adverbial adjuncts are often confounded with complements. It will be well to remember that words, phrases or clauses which show *how, when, why* or *where* an action is performed, are adverbial adjuncts.

EXERCISE 59

Pick out the Adverbial Adjuncts :—

1. He played very well.
2. She came to see my brother.
3. It is three feet high.
4. She said this to me.
5. The brothers walked three miles together.
6. He broke off in the middle of his speech.
7. This was said by him to my brother.
8. He worked hard to pass the examination.
9. The task was finished by him quickly.
10. My father having died, I had to take charge of the family.
11. I have come after a long time to see my brother.
12. I am angry with you for having opposed me.
13. He was punished for disobedience.
14. Dinner over, they left the place.
15. I gave a pen to him.

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434 (*a*) **The Object** must be a *noun* or a *noun-equivalent* :

1. A Noun — I like the *boy*.
2. A Pronoun — I like *him*. We did *it*.
3. An Adj. — Everybody loves *the good*.
4. An Infinitive — He likes *to swim*.
5. A Gerund — He likes *swimming*.
6. A Phrase — I know *how to do it*.
7. A Clause — I know *that he did it*.
8. A Quotation — He said, *"Do it at once"*.

(*b*) The **Object** may have the same kinds of **adjuncts** as **the subject.**

435 The **Complement** of the predicate may be :

(*a*) Adjective	We are *ready* (Subjective). We made him *happy* (Objective).
(*b*) Participle	It looks *charming* (Subjective). I found him *tired* (Objective).
(*c*) Noun	He was appointed *chairman* (Subjective). He called me a *traitor* (Objective).
(*d*) Possessive	The book is *mine*, not *Ram's* (Subjective). He made my cause *his own* (Objective).
(*e*) Infinite	The water seems *to boil* (Subjective). I heard him *say this* (Objective).
(*f*) Noun Clause	The report is *that he is ill* (Subjective). We make ourselves *what we are* (Objective).

EXERCISE 60

Pick out the Objects, Adjuncts to Objects and Complements :—

1. I found him dead.
2. He gave me his own book.
3. He seems to be happy.
4. The sun looks small from a distance.
5. I use a pen made in India.
6. This is a charming scenery.
7. He appears to be angry.
8. I want you to do this.
9. He ordered me to go.
10. He hit the dog on the street.
11. I consider him a fool.
12. They made him Secretary of the club.
13. He called me a liar.
14. I was called a liar.
15. The truth is this.
16. This house is his.
17. We found him guilty of the offence.
18. The story is this.
19. I heard him say that he wished to succeed in life.
20. He was appointed Headmaster of the school.

CHAPTER XXXVII

ANALYSIS (continued)

Let us now proceed to the practical Analysis of different kinds of sentences.

(436) In analysing a **Simple Sentence,** proceed as follows :

1. Find out the Finite Verb, and set it down as the Predicate verb.
2. Find out the Subject to this verb, and set it down as the Subj.
3. Put down the Adjuncts of the Subject, if any.
4. If the Predicate-verb is transitive, put down the Object or Objects with their qualifying words.
5. Put down the Complements, if any.
6. Put down the Adverbial Adjuncts, if any.

Note

(*a*) "*Not*", being an adv. of negation is always placed in the Extension column—Harding.

(*b*) The analysis of a sentence may be arranged in two ways—in a tabular form, and in the ordinary running form. The tabular form of Analysis is shown in the following pages, while the running form is shown in the Analysis of the examples in Arts. 445–450.

Examples :— (See page 269)

1. Having worked his way through the Mission School, the young Parsee made up his mind at the age of fifteen to go to Bombay.

2. These two fierce attacks made at the same time from their front and on their right quite broke up the Mahratta army.

3. In the jungles near Tellicherry, on the south-east coast of India, there is a kind of large monkey, often tamed by the natives.

4. About 327 years before Christ, Alexander the Great, King of Macedon, invaded India, having conquered on the way all the countries between Greece and India.

5. The Judge, accepting the verdict of the jury, found the prisoner guilty.

6. The other day my younger brother saw two men fighting with each other.

EXERCISE 61

Analyse the following Simple Sentences :—

1. On hearing of my misfortune, all my friends ran to my help.
2. His new friend gave him the other day two good books.
3. Long ago, there lived in India a king named Asoke the Great, one of the greatest kings of all times.
4. Emperor Nasiruddin was an ideal ruler, never spending a single farthing from the Royal Treasury for his personal needs.
5. Having finished our work, we all left for our respective houses, happy and contented.
6. The other day the monitor of our class took a boy to task for disorderly conduct in the absence of the teacher.
7. Since my departure from Calcutta, I have been trying to the best of my power spread education among the simple village people.
8. Within a short time after the death of Muhammad, the religion founded by him spread to a considerable portion of the world.
9. An intelligent boy, the son of a very poor man, badly needs your help to be able to continue his studies.
10. Finding me absent, the servant of my neighbour, a lad of thirteen, entered my bed-room for the purpose of stealing my watch there.
11. Disappointed of the prize, the boy began to weep bitterly till the return of his father.
12. The other day, I met here a lame man, an old Kabuli with a bowl in his hand.

	Subject Proper	Adjuncts to the subject	Finite Verb	Complement	Adverbial Adjuncts	Object with qualifying words
1	Parsee	(1) the (2) young (3) Having ..... School	made up	....	(1) at the age of fifteen (2) to go to Bombay	his mind
2	Attacks	(1) these (2) two (3) fierce (4) made at ..... right	broke up	....	quite	the Mahratta army
3	Kind	(1) a (2) of large monkey, often tamed by the natives	is	....	(1) in the jungles near Tellicherry (2) on the ..... India (3) there	.....
4	Alexander	(1) the Great (2) King of Macedon (3) having ..... India	invaded	....	About 327 years before Christ	India
5	Judge	(1) the (2) accepting .... jury	found	guilty	.....	the prisoner
6	Brother	my younger	saw	fighting with each other	the other day	two men

13. The Headmaster expects his boys to be proud of their school.
14. Tired by long waiting, he came out, in utter disregard of my advice, to the riverside for news about the party.
15. After my recent failure, I dare not do anything without again consulting my parents and teachers.
16. His sister's husband being now dead, she wished him to leave college and assist her in managing the farm.
17. All work and no play makes Jack a dull boy.
18. Being tired by a long walk, the traveller, a young man, sat under a tree.
19. In the village there lives an old man, Charu Babu by name, respected by everybody for his wisdom.
20. Charmed by the boy's honesty and courage, the Headmaster of the school made him captain of his class.

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(437) In analysing a **Complex Sentence,** proceed as follows :

(1) Divide the whole sentence into as many *clauses* as there are finite verbs, expressed or understood.

(2) Find out which of these clauses contains the *principal assertion.* Set it down as the principal clause, and the rest as subordinate clauses.

(3) Classify these clauses according to the *function* they discharge, *i.e.,* state whether a clause is a noun clause or an adjective clause or an adverbial clause.

(4) Show the relation of the subordinate clauses to the principal clause and to one another.

(5) Analyse the principal clause and the subordinate clauses separately if *full* analysis is required ; otherwise, mere clause analysis will do.

Note

(*a*) Students will be able to easily determine the nature of a clause if they carefully remember the different words introducing different kinds of clauses, as stated in Arts. 412, 414–420 above.

(*b*) For Vocatives, Interjections, Parenthetical expressions, Quoted speeches, etc.— See Chapter XXXVIII.

(*c*) **The connectives belong to the clauses they introduce.**

(*d*) **Prepositions governing a noun clause belong to the main clause ; but those governing an adjective clause belong to the subordinate one.**

Examples (See page 271)

1. When I was a student, I was one day taken to task by the Principal of my college for having played on behalf of an outside club, though he had ordered us not to do so.

2. Having been informed that my brother who had gone to Delhi to attend the Legislative Assembly was lying seriously ill of fever there, I applied for one week's leave of absence in order that I might go to him to arrange for proper treatment.

E EXERCISE 62

Analyse the following Complex Sentences :—

1. I know that he was absent at that time.
2. There is no knowing when he will come.
3. Tell me where he lives.
4. Walking by the riverside, I came upon a man who had just come.
5. If you would prosper in life, never neglect anything.
6. It is a misfortune that you could not do anything to help him when he was in trouble.
7. Had I been present there when he was delivering his speech, I would have contradicted him with arguments which he could not meet.

	Sentence or Clause	Kind of Clause	Connective	SUBJECT		PREDICATE			
				Subject proper	Adj. to the Subject	Predicate Verb	Object with qualifying words	Adv. Adj.	Complement
1.	(*a*) I was one day ... club	Principal		I		was taken		one day, by the .... club	to task
	(*b*) When I was a student	Sub. Adv. Clause, qualifying *was taken* in (*a*)	when	I		was		when	a student
	(*c*) though he... do so	Sub. Adv. Clause, qualifying *having played* in (*a*)	though	he		had ordered	us	not to do so	
2.	(*a*) Having been informed, I applied ..... absence	Principal		I	having been informed	applied		for one ... . absence	
	(*b*) that my brother was lying ... there	Sub. Noun clause obj. to prep. *of* understood, or Retained obj. to *having been informed* in (*a*)	that	brother	my	was lying		seriously ill of fever there	
	(*c*) who had..... Assembly	Sub. Adj. Clause, qualifying *brother* in (*b*)	who	who		had gone		to Delhi.. .. Assembly	
	(*d*) in order that ..... treatment	Sub. Adv. Clause, qualifying *applied* in (*a*)	in order that	I		might go		to him... .. treatment	

8. You can never expect that, because you are talented, others will willingly make way for you in order that you may go ahead of them.
9. As I have never seen you previously, I cannot entrust you with such an important task unless I am permitted by my superior officer.
10. The other day, when I went to your father, he asked me if I knew anything of the boy that had applied to him for the post.
11. If you like I may point out to you the place where the accident occurred by which he lost his right eye.
12. Whatever you may say, I can never give you the thing you want till you assure me that you will not misuse it.
13. Though there is no dearth of candidates, I cannot say with certainty if any of them will be able to do all that you want.
14. Since you are determined to go, I advise you to see that you may not bring discredit upon the family to which you belong.
15. When the people were going to market, they found the Giant playing with the children in the most beautiful garden they had ever seen.
16. As I was absent at the time the incident took place, I had to depend for information about it on my friend who had seen everything with his own eyes from his house that stood close by.
17. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.
18. The man who does not see that the good of every living creature is his own good, is a fool.
19. If the rifle had not been a light one it would not have been possible for me to have moved it in the way it was imperative I should move it.
20. The two men, who were following a few yards behind me, came to a halt when they saw me stop.
21. Hearing that my friend had returned from Darjeeling where he had gone for a change of climate, I went to his house to see how he was.
22. However rich you may be, you can never be truly happy unless you win the love and respect of those with whom you live.
23. Though I was rather unwell, I had to do the work myself, because it was so secret a matter that it could not be left to others.
24. This is the place where I saw the man who went to this house.
25. As I am ill I cannot attend the meeting that will be held today in the Town Hall.
26. My brother whom you saw when you were there, was so ill that he could not sit for the examination.
27. The best thing for you will be to go to the place where you met the man who was inciting the people.
28. This is the place where I saw the man who had told me about the incident you speak of.
29. If you idle away your time, you will never be able to shine in life however intelligent you may be.
30. I know that when he was here he would often help the poor as much as he could.

(438) In analysing a **Compound Sentence,** proceed as follows :

(*a*) Break up the sentence into as many clauses as there are finite verbs, expressed or understood.

(*b*) Find out the principal co-ordinate clauses.

(*c*) Find out the subordinate clauses, if any, and show their relation.

(*d*) Analyse each of the clauses separately if *full* analysis is required ; otherwise mere clause analysis will do.

EXAMPLES **(See Page 274)**

1. Though I was ill, I tried my best ; but, as ill luck would have it, all my exertion ended in smoke.

2. Long ago, when I was yet a student, I once went to Darjeeling, where I was charmed by the beautiful mountain scenery that greeted me on all sides.

E EXERCISE 63

Analyse the following Compound Sentences :

1. He came to see me when I was in trouble ; but when I asked him for pecuniary help, he pleaded inability.
2. On my return from school, I went to my mother to ask for food ; but I found that she was lying ill of fever and my younger sister was nursing her.
3. I am sorry that you have disobeyed my orders ; however, as this is your first offence, I let you off this time with a simple warning, and hope you will not give me any trouble in future.
4. We should all love India, where we were born and which is one of the oldest countries in the world, and should never do anything that may bring discredit upon her in any way.
5. Just as the destruction was completed Newton opened the chamber door, and perceived that the labours of twenty years were reduced to a heap of ashes.
6. I was in the same school with the person you speak of ; but as he was senior to me by a few years we did not mix much with each other.
7. As soon as he received my letter, he closed his shop and hastened to the *thana* to request the Police Sub-Inspector to come to my rescue, which the latter did.
8. After the seven years were over the Gaint had said all he had to say, for his conversation was limited, and he determined to return to his own castle.
9. Anxious to hear of his illness, I went to his house, but was relieved to see that he was much better.
10. Take him to your house, give him food and then send him to a hospital so that he may recover quickly.
11. I know you helped him, yet I am not angry with you, for he is your friend.
12. As there was a traffic jam on the way, I could not catch the train yesterday, so I returned home and shall leave by today's mail train.
13. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him.
14. The other children, when they saw the Ginat was not wicked any longer, came running back, and with them came the spring.
15. I could not do the work, but I hope you will not mind this.
16. Ram as well as Jadu was there when I was in trouble, but neither of them did anything to help me.

Note

It is not necessary that the principal clauses should be shown first and the subordinate clauses afterwards. *The Clauses may be shown* in the order of the original passage (*vide* examples in *A.B.C. of Eng. Usage p. 47*)

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	Sentence or Clause	Kind of Sentence or Clause	Connective	SUBJECT		PREDICATE			
				Subject proper	Adj. to Subject	Predicate-Verb	Object with Adjective	Adverbial Adj.	Complement
1.	(*a*) I tried my best	Principal		I		tried		my best	
	(*b*) Though I was ill	Sub. Adv. Clause, qualifying *tried* in (*a*)	Though	I		was			ill
	(*c*) All my ..... smoke	Principal, co-ordinate to (*a*)	but	exertion	all my	ended		in smoke	
	(*d*) As ill ..... it	Sub. Adv. clause, qualifying *ended* in (*c*)	as	luck	ill	would have	it	as	
2.	(*a*) Long ago, I once ... Darjeeling	Principal		I		went		once, long ago, to Darjeeling	
	(*b*) When I ..... student	Sub. Adv. clause, qualifying *went* in (*a*)	When	I		was		yet	a student
	(*c*) where .... scenery	Principal, co-ordinate to (*a*)	where (= and there)	I		was charmed		by the..... scenery	
	(*d*) That .... sides	Sub. Adj. clause, qualifying *scenery* in (*c*)		that		greeted	me	on all sides	

CHAPTER XXXVIII

A FEW DIFFICULTIES IN ANALYSIS

(439) Quoted sentences—Some take a quoted sentence as a Noun Clause. But that is hardly defensible on the following among other grounds :

(*i*) A noun clause must be connected with the principal clause by some connective, expressed or understood ; but no such connective can be supplied before a quotation.

(*ii*) How to proceed if the quotation is a long one, containing two or more sentences ? Let us take the sentence :

He said, "I cannot come to you today. My brother is ill and I have to attend on him. You may, however, expect me tomorrow."

The quotation consists of three sentences, which cannot be taken separately in their relation to the principal verb *said,* but have to be treated as a *single* part of speech, object to *said.*

A few other arguments are quoted from *Matriculation English Grammar* by L. Tipping (pp. 296–297)

(*iii*) "Clauses forming part of a sentence must be adapted to suit the nature of the sentence in which they stand, since they enter into its grammatical structure. But quotations are unalterable, they must always remain the same ; if their wording is changed, they cease to be quotations, and for this reason they are marked by inverted commas."

(*iv*) 'Quotations are included in sentences but do not enter into their grammatical structure, whether they consist of single words, phrases or even whole sentences. Thus in such a sentence as *the accusative of "I" is 'me',* if the quoted words entered into the grammatical structure of the sentence, we would have to say *The accusative of "me"* is *"I",* since *of* governs the accusative, and *I,* following the verb *to be,* must be in the nominative case. But this would manifestly be absurd.'

A quotation is, therefore, to be taken as a long compound word, a noun-equivalent, object to some transitive verb, and sentences like *'I said', 'I am ill'* are to be treated as **simple.**

No doubt this jars upon our usual notion of a simple sentence as one that contains only one finite verb, expressed or understood ; but there is no help. Nor is such treatment so unusual. For example, "I was surprised by his *I don't care attitude"* contains two finite verbs ; yet *I don't care* cannot be treated as a clause ; it must be regarded as a single part of speech, a *compound adjective,* and the whole sentence is to be taken as a simple one. There is also the analogy of sentences involving parenthetic clauses, like "He is, *I am sure,* something of a poet," where the whole sentence has to be taken as simple, and the parenthesis is to be analysed separetely (see the next Art).

If we like, we may analyse the quotation separately, as we do a parenthetic clause.

(440) Parenthetic expressions— In sentences like "His conduct, *I believe,* is good", "This is the boy who, *I think,* came the other day", the portions in italics are thrown in as independent elements. They may be taken out without injuring the sentences. Hence, they are to be treated as *separate sentences parenthetically used,* and not as subordinate or principal clauses, and are to be analysed separately, as below :

He is the man who, I believe, did it.

Clause Analysis :

1. *He is the man*—Principal Clause.
2. *who did it*—Adj. clause, qualifying *man* in 1.
3. *I believe*—Parenthetic Clause.

Similarly, **Parenthetic Phrases,** as the examples given below, are to be analysed separately from the rest of the sentence as "parenthetic phrases" :—

He is, *to tell the truth,* not quite frank.

I was, *to be frank,* much surprised.

(441) The Introductory "There"— In sentences like '*There* is a man here,' '*There* was once a king in India, named Dasaratha,' the first *There* has entirely lost its force as an adverb of place, and is used only to introduce the sentence. Still, it is customary to analyse it as an *adverbial adjunct,* though some prefer to treat it separately as 'introductory'.

(442) Interjections— As an Interjection does not generally enter into the construction of the sentence, it may be set down simply as an *Interjection* :

Ah ! It was a sad experience. *Alas* ! I am undone.

But when the Interjection is the object of a transitive verb, as in the example given below, it must be analysed accordingly :

"*Bravo* !" shouted the people.

(443) Vocatives— Vocatives usually stand in apposition to a noun or pronoun, expressed or understood, and may be analysed as such. Thus, in "*Mookherjee,* I shall help you", "*Karim,* go there," *Mookherjee* and *Karim* are in apposition to *you,* expressed in the first case, but understood in the other.

Some grammarians, however, assert that Vocatives have no grammatical connection with the sentence in which they occur, and hence, they are not to be included in the analysis.

(444) The Use of "It" :—

(*a*) For sentences involving **it..... that :**

"Two constructions, closely allied, but grammatically distinct, are often confused : (*i*) Antecedent '*it*' followed by a defining *relative clause* with 'that' (who, which) ; (*ii*) 'it' followed by a *clause in apposition,* introduced by the *conjunction* 'that'" — *Fowler.* Thus, in the following examples, the Relative clauses are marked R, and the Conjuction clause, C :

It is money that I want (R). It is you that I gave it to (R). It is to you that I gave it (C). It was a knife that I cut it with (R). It was with a knife that I cut it (C).

"The confusion .... ought not to arise, for *always with a relative clause, and never with a conjuction, the complement of the main predicate is a noun or the grammatical equivalent of a noun." —Fowler* (*King's English*).

(*b*) **"It" followed by an infinitive phrase**— In the following examples, we may analyse *It* as the *formal subject,* and the infinitive phrase as the *real subject* ; or we may treat *It* as the *subject,* and the infinitive phrase as the *real subject* ; or we may treat *It* as the *subject* and the infinitive phrase as *in apposition to "It",* and hence, an *adjunct to the subject* :

It is easy *to say so. It is* hard *to believe him.*

But in cases like "*It is time to go now*", the infinitive phrase cannot be treated either as the real subject or as in apposition to *It.* We must here analyse *It* as the *subject,* and the *Infinitive* as an *Adverbial adjunct.*

(*c*) **"It" as the formal object :** In sentences like

I found *it* difficult to do the work.
I shall see to *it* that he does his work.

"*It*" is used in a vague sense meaning *something, namely.* In analysing, we should treat *It* as the object of the transitive verb or preposition, as the case may be, and regard the Noun Clause or the Infinitive as standing in apposition to it."

(445) **Ellipses and omissions** should always be supplied in analysing a sentence, as below :

(*a*) Sentence : *He is stronger than I.*

This is a Complex sentence, consisting of the following clauses :

1. *He is stronger*—Principal Clause.
2. *Than I* (*am strong*)—Adv. Clause, qualifying *stronger.*

(*b*) Sentence : *He worked harder than ever.*

1. *He worked harder*—Principal Clause.
2. *Than ever* (*he worked hard*)—Adv. Clause, qualifying *harder.*

(*c*) The conjunctions **if, though, till, when, while, whether ..... or** often introduce elliptical **adverbial clauses, the subject and the predicate** being understood :

(*i*) I shall certainly join *if* (*I am*) appointed.
(*ii*) *Though* (*he is*) ill, he will attend the meeting.
(*iii*) I shall stay on *till* (*I am*) relieved.
(*iv*) He flared up *when* (*he was*) opposed.
(*v*) He fell down *while* (*he was*) going up the steps.
(*vi*) I shall support you *whether* (*you are*) right *or* wrong.

All the above examples are, therefore, complex sentences.

(446) **Clauses introduced by "as"** are often elliptical and present great difficulty to boys and girls. In some cases, the ellipses are so obscure that *as* may be regarded as making compound conjunctions. But in some cases the ellipses have to be supplied :

(*a*) *He acted as before.*

1. *He acted*—Principal Clause.
2. *As* (he had acted) *before*—Adv. Clause, qualifying *acted.*

(*b*) *He gave the same reply as before.*

1. *He gave the same reply*—Principal Clause.
2. *As* (he had given) *before*—Adj. Clause, qualifying *reply.*

(*c*) *He came as usual.*

1. *He came*—Principal Clause.
2. *As* (it was) *usual* (for him to come)—Adv. Clause, qualifying *came* in 1.

We may take *as* as a Rel. Pron. = *which, i.e., the fact of his coming,* subject to *was* understood. Then *as usual* = *which was usual* = *and this was usual,* so that the second clause is *co-ordinate* to clause no. 1.

(*d*) *I am not such a fool as to do it.*

1. *I am not such a fool*—Principal Clause.
2. *As* (*I should be*)—Adj. Clause, qualifying *fool.* Here *as* is a relative pronoun, complement to *should be.*
3. (*If I were*) *to do it*—Adv. Clause, qualifying *should be.*

or,

1. *I am .... fool*—Principal Clause.
2. *As (I should be) to do it*—Adj. Clause, qualifying *fool*. Here *to do* is a gerundial infinitive, used adverbially to *should be*.

(*e*) *Come as soon as you can.*

1. *Come as soon*—Principal Clause.
2. *As you can*—Adv. Clause, qualifying the first *as* (or *as soon*).

or,

We may take *as soon* as a compound conjunction so that *as soon as you can* is adv. to *come*.

(*f*) *Come as soon as possible.*

1. *Come as soon*—Principal Clause.
2. *As (it is) possible (for you to come)*—Adv. Clause, qualifying the first *as* or *as soon*.

(*g*) *Be so good as to help me.*

1. Be *so good*—Principal Clause.
2. *As (you should be good) to help me*—Adv. Clause, qualifying *so*.

(*h*) *He acted as if he were mad.*

1. *He acted*—Principal Clause.
2. *As (he would have acted)*—Adv. Clause, qualifying *acted*.
3. *If he were mad*—Adv. Clause, qualifying *would have acted*.

We may also take *as if* as a compound conjuction and analyse the sentence as below:

1. *He acted*—Principal Clause.
2. *As if he were mad*—Adv. Clause, qualifying *acted*.

(*i*) *As a friend, I advise you to do this.*

1. *I advise .... this*—Principal Clause.
2. *As a friend (would advise you)*—Adv. Clause, qualifying *advise*.

(*j*) *As you sow, so shall you reap.*

1. *You shall reap so*—Principal Clause.
2. *As you sow*—Adv. Clause, qualifying *so*.

(447) The use of "the ..... the"—In sentences like

The more the merrier; *The more he gets, the more he wants*; the second clause is the principal, because when expanded, the sentences stand as "*By how much* more men there are, *by so much* merrier they are." "*By how much* more he gets, *by so much more* he wants."

Note

Sweet's statement "the two clauses are so mutually dependent on each other that it is difficult to decide which is the principal clause. For grammatical purposes, we may regard the first as the principal clause simply on the ground of its coming first" is open to question.

(448) Sentences in which the Subject is a Noun Clause, as in the examples given below, require careful attention:

That he is right is known. *How he went there* is known to all. *Whether he will succeed* is uncertain.

To say that the whole noun clause is the *subject* of the sentence does not meet the difficulty of *clause analysis*, where we have to break up the entire sentence into its component clauses, and show their relation to one another. We cannot call the whole sentence *principal* as is done by some, because that leaves the main question undecided—"*Principal*" what? — *sentence* or *clause*? Evidently, the whole cannot be a *clause*; *it is a sentence*; but we are required to find out the *clauses*. Again, we cannot call *That he is right, How he went there*, etc. principal *clauses*, because they do not stand independently and so do not contain the principal verbs. The best way to break up such sentences into clauses is as below:

(*a*) 1. (*That he is right*) *is known*—Principal Clause.
2. *That he is right*—Noun Clause, Subject to *is known*.

(*b*) 1. *It (that he is right) is known*—Principal Clause.
2. *That he is right*—Noun Clause, case in apposition to *It* in 1.

Note

"When a Noun Clause is the subject of a sentence it is very common to use the word 'it' as the grammatical subject of the principal verb ... The noun clause is then in apposition to "it" (*Bain*). In the above sentence, *that* is a conj., joining *'he is right'* with *'the fact'* (or *It*) *is known, the fact* or *It* being supplied to complete the sense.

(449) Clauses introduced by "what" present considerbale difficulties, and hence, require a fuller discussion.

(*a*) When the *what*-clause is a *dependent question, i.e.,*a question in the indirect form, it is a *Noun Clause,* object to the preceding transitive verb. Thus, in

I ask you *what you want.* Can you say *what he requires* ? I know *what he means.*	The *what-clauses* are all noun clauses, objects to *ask, say* and *know* respectively.

(*b*) When *what* in a subordinate clause is a Relative Pronoun, we may proceed in any of the three ways :

Sentence : *Show me what you bought.*

(*i*) *Show me*—Principal Clause.
What you bought—Noun Clause, object to *show.*

(*ii*) *Show me that*—Principal Clause.
Which you bought—Adj. Clause, qualifying *that.*
What = that which.

(*iii*) *Show me that*—Principal Clause.
What you bought—Adj. Clause, qualifying *that.*

Those who support the last form quote the sentence, "*What* I tell you in darkness, *that* speak ye in the light" to assert that the antecedent of *what* is *that,* which was formerly expressed, but is now understood.

Sentence : *This is what I want.*

(*i*) *This is*—Principal Clause.
What I want—Noun Clause, complement to *is.*

(*ii*) *That is that*—Principal Clause.
Which I want—Adj. Clause, qualifying the second *that.*

(*iii*) *That is that*—Principal Clause.
What I want—Adj. Clause, qualifying the second *that.*

(*c*) When the *what*-clause is used as *subject* to some finite verb, we may proceed in any of the following ways :

Sentence : *What he said is true.*

(*i*) *(What he said) is true*—Principal Clause.
What he said—Noun Clause, subject to *is.*

(*ii*) *It (= What he said) is true*—Principal Clause.
What he said—Noun Clause, case in apposition to *It.*

(*iii*) *That is true*—Principal Clause.
Which he said—Adj. Clause, qualifying *That.*
What = that which.

(*iv*) *That is true*—Principal Clause.
What he said—Adj. Clause, qualifying *That.*

(450) Miscellaneous :—

(*a*) As soon as, no sooner than :

These Conj-phrases mean the same thing, but the Principal clause in the latter is the subordinate clause in the former, and *vice versa* :—

Principal clause	*Subordinate clause*
We started	as soon as the rain stopped.
No sooner did the rain stop	than we started.

(*b*) Rather than :

"I will suffer myself *rather than* (that) he should."

"*Than* is a preposition here, not conjuction, and the Noun Clause "that he should (suffer) is its object". — *Nesfield* (p. 274).

EXAMPLES WORKED OUT

Let us now work out a few passages by way of example. Only clause analyses are given :

(*a*) As Issac grew older, it was found that he had far more important matters in his mind than the manufacture of toys like the little windmill.

(*b*) The first thing that men learned, as soon as they began to study nature carefully, was that some events take place in regular order and that same causes always give rise to the same effects.

(*c*) When the children saw him they were so frightened that they all ran way and the garden became winter again.

(*d*) You have no idea how tired they are at times, but because they do not complain, you think everything is all right.

(*e*) The guilty trembled when they came before him, for they knew that his eyes would look straight into their guilt.

(*f*) When the King came to himself and was alone, pondering over the matter, he saw that the last angel had explained the mystery.

(*g*) I cannot avoid imagining that thus reigned by his lessons out of all my suspicion and divested of even all the little cunning which Nature had given me, I resembled, upon my first entrance into the busy and insidious world, one of those gladiators who were exposed without armour in the amphitheatre at Rome.

(*h*) Jack was just preparing to force his way through this thicket, when we were startled and arrested by a strange pattering or rumbing sound which appeared to us quite different from any of the sounds we had heard during the previous part of our walk.

(*i*) As Captain Lemuel Gulliver had not yet discovered the island of Lilliput, Issac did not know that there were little men in the world whose size was just suited to his windmill.

(*j*) How long I might have continued in this torpid state of simplicity I cannot tell, had I not been roused by seeing an old acquaintance whom I knew to be a prudent blockhead, preferred to a place in government.

Ans. (*a*) This is a *complex* sentence containing the following clauses :

1. As Issace grew older—Adv. Clause, qualifying *was found* in 2.
2. It was found—*Principal clause.*
3. That he had .... mind—Noun clause, case in apposition to *it* in 2.
4. Than the manufacture .... windmill (was)—Adv. clause, qualifying *more important* in 3.

(*b*) This is a *complex* sentence containing the following clauses :

1. The first thing was—Principal clause.
2. That men learned—Adj. clause, qualifying *thing* in 1.
3. As soon .... carefully—Adv. clause, qualifying *learned* in 2.
4. That some events .... order—Noun clause, subj. compl. to *was* in 1, coordinate to 5.
5. That same causes .... effects—Noun clause, subj. compl. to *was* in 1, coordinate to 4.

Connective—*and.*

(*c*) This is a *double* sentence, containing the following clauses :

1. When the children saw him—Adv. clause, qualifying *were frightened* in 2.
2. They were so frightened—Principal Clause, co-ordinate with 4.
3. That they all ran away—Adv. clause, qualifying *so* in 2.
4. The garden .... again—Principal clause, co-ordinate with 2.

Connective—*and.*

(*d*) This is a *double* sentence, containing the following clauses :

1. You have no idea—Principal clause, co-ordinate with 4.
2. How tired they are at times—Noun clause, governed by the preposition *of* or *about* understood before the clause.
3. Because they do not complain—Adv. clause, qualifying *think* in 4.
4. You think—Principal clause, co-ordinate with 1.
5. Everything is all right—Noun clause, object of *think* in 4.

Connective—*but.*

(*e*) This is a *double* sentence, containing the following clauses :

1. The guilty trembled—Principal clause, co-ordinate with 3.
2. When they came before him—Adv. clause, qualifying *trembled* in 1.
3. They knew—Principal clause, co-ordinate with 1.
4. That his eyes.....guilt—Noun clause, object of *knew* in 3.

Connective—*for.*

(*f*) This is a *complex* sentence, containing the following clauses :

1. When the King came to himself—Adv. clause, qualifying *saw* in 3, co-ordinate with 2.
2. (When the King) was alone .... matter—Adv. clause, qualifying *saw* in 3, co-ordinate with 1.
3. He saw—Principal clause.
4. That the last.....mystery—Noun clause, object of *saw* in 3.

Connective—*and.*

(*g*) This is a *complex* sentence, containing the following clauses :

1. I cannot avoid imagining—Principal clause.
2. That, thus.....cunning, I resembled.....gladiators—Noun clause, object of *imagining* in 1.
3. Which nature had given me—Adj. clause, qualifying *cunning* in 2.
4. Who were exposed.....at Rome—Adj. clause, qualifying *gladiators* in 3.

(*h*) This is a *multiple* sentence, containing the following clauses :

1. Jack was just.....thicket—Principal clause, co-ordinate with 2 and 3.

14. I hoped to converse with men in this world, simple and believing like myself, but I found them cunning and cautious as those in the world I had left behind.
15. At last they reached the door-way, where the Queen had watched hour after hour, not able to rest, in her terrible fear that something might have happened to her son.
16. The first opportunity he had of finding his expectations disappointed, was at the very middling figure I made in the university.
17. Though I have warned you again and again, and though every care has been taken to give you the best possible company here, you still mix with persons who are notorious for their wickendness, and one of whom was expelled from school for gross miscounduct.
18. When he came to me in reply to my summons, I told him that unless he would finish the work before the Magistrate came, I would be put to great shame ; but he does not appear to give any thought to it and continues as lazily as ever.
19. You look to the sun, for he is your taskmaster, and by him you know the measure of the work you have done, and the measure of the work that remains for you to do.
20. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again and went off to sleep.
21. After a long and dangerous voyage, during which there happened many wonderful things about which you will some day hear, the Argonauts arrived at the land of the Golden Fleece.
22. Many a time during the long voyage, when Jason was in great danger and did not know what to do, he consulted that figurehead, and he always received good advice.
23. It was not entirely her fault, because she was sent by Jupiter to do this ; and his first intention was that she should bring evil only.
24. The people of Greece believed that if they did what was right, the gods would be pleased and would love them and send them wealth and happiness.
25. But, quick as a flash, Orpheus seized his lyre and drew from it such beautiful music that the dog crouched down at his feet, and licked the hands he had been ready to bite.
26. Nobody could explain why he so strongly disliked one whom he had once protected and whose conduct and character had won him friends wherever he was known.
27. When, contrary to the wicked hopes he had formed, his brother proved victorious, his anger and envy knew no bounds, and he swore he would burn the chamber where Orlando slept.
28. The more carefully nature has been studied, the more widely has order been found to prevail, while what seemed disorder has proved to be nothing but complexity.
29. Whenever you are arguing with someone about a point, remember that there is quite a good chance that you are wrong, however confident you feel about it.

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CHAPTER XXXIX

SYNTAX

(451) A verb must agree with its subject in *number* and *person* ; as,

He *is* all ; I *am* happy ; They *were* happy.

(452) The Error of Proximity—The verb is sometimes made, through mistake, to agree in number with a noun or pronoun near it, instead of with its subject. This should be guarded against. অনেক সময় verb-এর number ইহার প্রকৃত subject

অনুযায়ী না লিখিয়া **নিকটবর্তী** noun বা pronoun অনুযায়ী লেখা হয়, **এটা ভুল।**

One of them *was* (not, *were*) present there. The *best* of the boys *has* (not *have*) got a prize. The *presence* of so many men *is* encouraging. *Each* of the girls *is* clever.

(453) (*a*) The Common Noun following **one of the** should be in the plural number.

He is *one of the best boys* (not, *boy*). *One of the men* (not, *man*) gave me the book. Lend me *one of the pens*.

Note

In the sentence "*One of the rooms is closed*", the subject is *one of* and the actual subject-word is *one* ; hence the verb should be in the singular ; The corrected sentence would be : One of the rooms *is* closed (not *are* closed).

(*b*) *One of,* followed by a *plural noun or pronoun* and *relative clause,* often leads to error because it encourages a singular verb : He is one of those persons who *is* never satisfied with *his* job. This is one of the buildings that *was* destroyed in the earthquake. The antecedent of *who* and *that* is not *one,* but *persons* and *buildings* respectively. It is therefore plural. The corrected sentences would be :

He is *one of* those persons who *are* never satisfied with *their* job. This is *one of* the buildings that *were* destroyed in the earthquake.

(*c*) *One in* ten boys *is* in default. *Two in* ten boys *are* in default.

(*d*) For **more than one, more than two,** see Art. 40, Note (*d*).

(454) When an **Infinitive, a Gerund, a Verbal Noun, a Clause** or **Phrase** is the subject, the verb is in the *third person singular.*

To err is human. *Swimming is* a good exercise. The *writing* of letters well *is* not easy. *That he is ill* is known to all. *Success at any cost was* his aim. *What he says is* not right.

(455) When a **Collective number** is meant, the noun, though plural in form, has a *singular* verb :

Fifty *rupees is* enough for me. Hundred *cents makes* one dollar. Three *miles is* a long distance. Eight *rupees was* the price of the thing.

But "Twice two *is* four" and "Twice two *are* four" are equally correct.—*MEU* under *is,* sec. 2. "In the type *five times five is/are twenty-five,* either *is* or *are* is correct"— *MEU.*

(456) The **name of a thing** or a **country,** though plural in form, takes a *singular* verb :

The United *States* of America *is* a rich country. The Folk *Tales* of Bengal *is* a good book.

(457) A **Collective noun takes a** *singular* verb when the things or persons are taken *collectively,* and a *plural* verb when they are taken *separately.*

একই প্রকারের অনেকগুলির **সমষ্টি** বুঝাইলে verb-টি *singular* হয় ; সকলকে সমষ্টিভাবে না বুঝাইয়া **স্বতন্ত্রভাবে** বুঝাইলে verbটি *plural* হয়।

The class *is* large. The audience *are* requested to take *their* seats. *See Art.* 12.

We must be consistent. Thus, we should write,

The *Board has* agreed to grant a bonus to *its* (not, *their*) employees. The mob *do* (not, *does*) not know *their* mind.

Note

(*a*) "*Team was, team were* : The use of *was* or *were* is determind by the sense, by the way in which 'team' is regarded. Regarded as a unit, *team* should be given a singular verb, e.g., 'The *team was* given an ovation' and the '*team has* won the cup'. Regarded as so many

indiviuals, *team* should be given a plural verb, e.g., 'The *team were* given medals for winning the cup' and 'The *team agree* among themselves' — *Thomson & Irvine : Everyday English Usage.*

But, six *teams are* participating in the contest.

(*b*) "Should a collective noun be considered singular or plural? In this matter, as in others, the fashion of grammar changes.....This is mercifully a question in which each may decide for himself; but once having decided, he must be consistent. If he treats his noun as a singular, singular it must be throughout."—*A.B.C. of Eng. Usage.*

(*c*) "Another difficulty arises with collective nouns that are followed by a partitive genitive. *A number of people, books, towns 'are'* or *'is'*? Here the force of attraction is at work. If a plural noun follows the *of*, the verb is almost inevitably, and on the whole justly, made plural by *attraction.*"—*A.B.C. of Eng. Usage*

458 A singular *collective noun* followed by *of* and a *plural noun* (**collective noun + of + plural noun**) is used as *a unit* to denote *a single undivided group* of people or things and therefore, takes a *singular verb.* In such constructions, the number of the verb is determined by the *singular collective noun,* and not by the plural noun placed after *of.*

A *group of* people *was* helping.
A *bunch of* keys *is* kept in the drawer.
A *crowd of* students *wants* to meet the Principal.
A *set of* rules *has* been framed.
But, *two groups of* people *were* helping them.

459 (*a*) If the **Subject** and **Complement** are of **different numbers,** the verb must agree with the Subject.

Our guide *was* (not, *were*) the stars. The stars *were* our guide. Germany's great need *was* colonies. Colonies *were* Germany's great need.

(*b*) Special attention is to be paid to the use of the number after **"what"**, which may be both singular and plural. In each of the following sentences, *what* starts as singular because a singular verb follows it ; but the next verb (belonging to *that* of *that which*) is made plural on account of the influence of the plural complement. This is wrong. নীচের বাক্যগুলিতে *What*-এর পরবর্তী প্রথম verb-টি singular, কিন্তু দ্বিতীয় verb-টি plural complement-এর আকর্ষণে ভুলে plural করা হইয়াছে।

What *is* required *are* (should be, *is*) houses at fair rents. What *seems* to be needed *are* (should be, *is*) strict measures. What *strikes* me most there *are* (should be, *is*) its beautiful roads.

The mistake is of the opposite kind in the following :

We have been invited to abandon what *seems* to be the most valuable parts of our constitution (read *seem* ; abandon the parts of our constitution that *seem*). He decided, for what *was* good reasons, not to go there (read *were* ; for reasons that *were*).

(*c*) Care should be taken about the use of the number in sentences beginning with introductory **"there"**. *There is* used when referring to something singular ; as,

There is a big tree near my house.

When referring to something plural, use *there are* ; as,

There are many good schools in the town.

Errors sometimes occur in longer sentences ; as,

There is my friend Rakesh, my parents and uncle Subhas to help me.

What is being referred to here is plural (friend Rakesh, parents and uncle Subhas) and the sentence should start with *there are.*

EXERCISE 65

Fill up the blanks :—

1. The man who quarrels with his brother — not loved by anybody.
2. I know where the house of the brothers —.
3. These acts of the king — very unpopular.
4. To honour our superiors — our duty.
5. To ride — a good exercise.
6. That he will come — known to all.
7. This copy of 'Lives of Poets' — cost me fifty rupees.
8. Twenty shillings — one pound.
9. Sixty minutes — one hour.
10. The meeting — well attended.
11. The crowd — been dispersed by the police.
12. The jury — unanimous.
13. The jury — not unanimous.
14. The United States — a rich country.
15. A large number of men — present.
16. The train of my ideas — interrupted.
17. This state of things — been going on for a long time.
18. The pleasures of sin — short.
19. Ninety rupees — paid for the table.
20. The committee — unanimous on — opinion.
21. The committee refuses to give — opinion.
22. That he said so — never been denied.
23. Their best help — the village boys.
24. The boys — their best help.
25. What is said — words.
26. Words — what — said.

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460 Two or more singular subjects joined by **and,** expressed or understood, take a verb and a pronoun in the *plural.* একাধিক singular subject যদি *and* দ্বারা যুক্ত হয় তবে ইহাদের *verb* ও *pronoun plural* হয়।

Ram and Shyam *were* there, but *they* did nothing. She and her father *have* gone to *their* village.

Exceptions : (*i*) If the subjects denote the *same person or thing* (*and* দ্বারা যুক্ত Subject-গুলি যদি **একই** ব্যক্তি বা বস্তুকে বুঝায়) the verb and the pronoun should be *singular* :

"The Secretary and Treasurer *has come*"—Here *the same* man is both Secretary and Treasurer. If two different persons were meant, the article *the* would have been repeated before 'Treasurer'' and the verb would have been *have*. See Arts. 101 and 482.

(*ii*) When the subjects express a *single idea* (*and* দ্বারা যুক্ত noun-গুলির সমন্বয় যদি **একটি মাত্র** ভাব প্রকাশ করে) the verb and the pronoun are *singular.*

The long and the short of the story *is* this. A *hue and cry was* raised. *Slow and steady wins* the race. *Bread and milk is* his only food. *All coming and going was* forbidden.

(*iii*) When **each, every** or **no** is put before each noun (*and* দ্বারা যুক্ত noun-গুলির প্রত্যেকটির পূর্বে যদি *each, every* বা *no* থাকে), the pronoun and the verb should be *singular* :

"*Each* man and *each* woman *gets* a shilling', '*Every* star and *every* planet *is* the handiwork of God', '*No* friend and *no* relative *cares* for me.'

Even when *each* or *every* is not repeated, the verb is singular :

Every man, woman and child *was* killed.—*MEU.* p. 24. "*Every* Tom, Dick and Harry *plays* golf nowdays."—*Good English* by G.H Vallins.

(*iv*) When *and* is followed by a negative word as **no, not,** the verb and the pronoun should be of the same number as the noun or pronoun preceding *and* (*and*-এর পরে যদি *no* বা *not* থাকে তবে verb ও pronoun-গুলি *and*-পূর্ববর্তী noun বা pronoun অনুযায়ী হয়) :

'A friend, *and not* a foe, greets you.' 'Two pens only, *and no* book, *are* required.'

461 When a noun or pronoun is joined with another noun or pronoun by **with, together with,** or **as well as,** the verb agrees with the noun or pronoun preceding these (*with, together with* বা *as well as* দ্বারা কোন *noun* বা *pronoun* যুক্ত হইলে verb বা pronoun-টি এই কথাগুলির পূর্ববর্তী noun বা pronoun অনুযায়ী হইবে) :

'Ram, *with* (or *together with*) his friends, *was* punished. 'They, *with* their father, *were* punished.' 'I, *with* my brother, *am* to go', 'Ram *as well as* his friends *is* expected.

But it is better to avoid such constructions.

E EXERCISE 66

Fill up the blanks :—

1. Time and tide — for nobody.
2. Early to bed and early to rise — a man healthy, wealthy and wise.
3. Curry and rice — my favourite food.
4. Each man and each woman — given a rupee.
5. Every man and every woman — to suffer thus.
6. No man and no woman — ever heard of this.
7. I, and not my brother, — done this.
8. A few pencils, and not a pen, — wanted.
9. That eminent critic and statesman — said so.
10. The horse and carriage — at the door.
11. No man, no woman and no child — saved.
12. The hue and cry — stopped.
13. Each house and each tree — burnt down.
14. The king as well as his minister — surprised.
15. He as well as his friends — guilty.
16. The boys as well as their leader — run away.
17. The students as well as the Principal — arranged a party.
18. The Principal as well as the students — arranged a tea-party.
19. The captain with the soldiers — tried.
20. The soliders with the captain — tried.
21. The king with his guards — slain.
22. They with their leader — taken prisoner.

462 Singular subjects joined by **or, either—or, neither—nor,** take singular verbs and pronouns (*or, either–or, neither–nor* দ্বারা যুক্ত singular subject-এর পর *singular* verb ও pronoun বসে) :

Ram or Shyam *has* to go there. *Either* he *or* his brother *is* guilty and must suffer for *his* misdeeds. *Neither* he *nor* his brother *is* guilty.

463 (*a*) "If alternative members differ in number etc., the nearest prevails (*Were you or he, was he or you,* there ?' ; *either he or you were, either you or he was*), but some forms (e.g. *was I or you* on duty ?) are avoided by inserting

a second verb (*was I or were you.... ?*)."—*MEU* under *or*, section 2[1].

(*b*) "When there are alternative subjects co-ordinated by *or* or *nor*, one singular and one plural, the verb agrees with the one which immediately precedes it".

"*Neither* the child *nor* her companions *have* been heard of since. *Either* the children *or* their nursemaid *has* taken the book"—*F.T. Wood.*

Neither the teacher nor the students *are* coming.

Neither the students nor the teacher *is* coming.

(464) When subjects of different *persons* are joined by *either—or, neither—nor*, the verb agrees with the subject *nearest* to it (*either-or, neither-nor* দ্বারা যুক্ত subject যদি বিভিন্ন *persons*-এর হয় তবে verb-টি নিকটতম *subject* অনুযায়ী হয়।) :

Either he or I *am* to blame. Neither he nor you *are* guilty. Either he or they *are* guilty.

(465) When subjects are joined by *not only .... but also*, the verb agrees with the subject *nearest* to it.

Not only he but also his *brothers are* in trouble.
Not only his books but also his *money bag was* stolen.

EXERCISE 67

Fill up the blanks :—

1. Either you or he — wrong.
2. Jadu, Madhu or Ramesh — done this.
3. Jadu or you — done this.
4. Neither the king nor his ministers — present.
5. Neither the sailors nor the captain — saved.
6. Either he or you — to blame.
7. Neither life nor property — respected.
8. Neither the moon nor the stars — visible.
9. Either I or they — in fault.
10. Man's happiness or misery — unreal.
11. Either your box or your books — burnt.
12. Either the boy or his friends — acted improperly.

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(466) In the **position of Nouns and Pronouns** of different **persons,** the second person stands first, the third person second, and the first person last (বিভিন্ন *persons*-এর nouns ও pronouns একত্র লিখিতে হইলে প্রথমে second person, তারপরে third person এবং সর্ব্বশেষে first person বসে) : (231)

You, Ram (or *he*) and *I* have been rewarded.

But in *confessing faults*, courtesy requires that the usual order should be reversed (কিন্তু **দোষ স্বীকারে** উপরের order-টি উল্টাইয়া যায়) : (132)

I, Ram and *you* are all guilty.

(467) When subjects of **different persons** are joined by **and,** the personal pronoun to be used for them should be of *First Person,* if one of the subjects is of that person ; of the *Second Person*, if one of the subjects is of that person,

[1]"Colloquial English, however, allows considerable latitude to the verb with an alternative subject."—*A.B.C. of Eng. Usage.*

and none of the First (বিভিন্ন *persons*-এর subjects যদি and দ্বারা যুক্ত হয় তবে তাহাদের পরিবর্তে যে pronoun বসে তাহা First Person-এর হইবে, যদি subjects-এর একটিও ঐ person-এর হয় ; Second Person-এর হইবে, যদি subjects-এর একটিও ঐ person-এর হয় এবং First Person-এর কোন subject না থাকে) :

Ram and I did *our* works. You and I did *our* duties. You and Leela did *your* lessons. You, Leela and I did *our* duties.

(468) **The Relative Pronoun** agrees in number, gender and persons with its **antecedent :**

I *who am* your leader command you. This is the lady *who has* lost *her* ring. Those *who are* guilty shall be punished. He was one of the best boys *that were* seen there. It is useless to me *who have* left the world.

(469) When a Relative Pronoun has apparently **two antecedents of different persons,** the verb and the pronoun agree with the *antecedent nearer to them* (বিভিন্ন persons-এর দুটি বাহ্যতঃ antecedents থাকিলে Relative Pronoun-এর verb ও person নিকটবর্তী antecedent অনুযায়ী হয়।) :

I am the *man* who *helps* you. You are the *person* who *helps* me. I am the *man* who *has* lost *his* pen.

Note

In the above sentences each relative has *really* one antecedent only (shown in italics). *I* in the first sentence, *you* in the second, and *I* in the third are *not* the antecedents of *who*.

(470) **"To be"** verbs take the same case before and after them :

Whom do you take *me to be* ? *Who* do men say that *I am* ? ..... *It is I.*

Note

"But the fact remains that few people would say or write 'It's *I*', 'This is *he*'. 'That's *she*'. Usage, a trifle shamefacedly, admits the object form to such expressons, 'It's *me*', 'That's *her*'.—*Good English* by *G.H. Villins.*

(471) The anticipatory **It** is used for masculine or feminine or neuter nouns, both singular and plural ; but the verb is singular.

It was I (or *you,* or *he* or *she,* or *they*) that did it. *It was these books* that I wanted.

Also note :

It is *I* who *have* made this house. It is *Ram* who *has* helped me. It is *they* who *teach* the poor boys in *their* spare time.

In the above constructions, the antecedents of who are *I, Ram* and *they* and not *it.* So the relative pronoun agrees in number and person with its antecedents, not with *it.* [See Art. 468 above.]

E EXERCISE 68

Fill up the blanks :—

1. This is the boy who — done it.
2. These are the boys who — done it.
3. Give me some mangoes that — sweet to the taste.
4. Who is the boy that — done it ?
5. Who are the boys that — done it ?
6. Those who — passed will be readily admitted.
7. You are the man who — guilty.
8. I am the man who — done it.

9. It — he who—guilty.
10. I who — your leader — you this order.
11. Each of these houses — a garden of—own.
12. It is I who — younger than you.
13. It is they who — done this.
14. It — I who — guilty.
15. It — you who — guilty.
16. You are the man who — to suffer for it.
17. Who do you think that I — ?

472 The **Case** of the pronoun **following "than** and **"as"** has to be determined by mentally supplying the verb :

I love you better *than* he (loves you). He loves you better *than* (he loves) me. He is not so strong *as* you (are).

Note

Than is a conjunction ; but it has come to be used as a preposition too in a few cases. [See Art. 284].

473 A noun or pronoun in the **Possessive Case** should not be used as the **antecedent** to a Relative Pronoun (Possessive case-এর কোন noun বা pronoun কখনও antecedent হইতে পারে না) Thus, instead of writing,

"I went to the *man's* house *who* is my friend."

we should write,

"I went to the house of the *man who* is my friend.

474 **Emphatic Pronouns** can never stand alone as *subjects*. Hence, we should write :

He and *I* (not, *myself*) went there. *I* (not, *myself*) will do it.

But we can use :

He and *I myself* went there. *I myself* will do it.

475 There are a few **Adjectives,** such as *alone, asleep, afraid, awake, aware, alive, content,* etc. that can be used **only predicatively** See Art. 68(*b*).

I am *alone*. He is *asleep*. They are *content*. He is *afraid*.

476 Similarly, a few **Adjectives,** such as *former, olden,* etc. can be used only **attributively :** See Art. 68(*a*).

He is a *former* teacher of this school. This custom prevailed in *olden* times.

477 **Adjectives or Adverbs ?** — To express some *quality* of the subject, use the Adjective, not an Adverb. Students will do well to remember that if some part of the verb *to be* can be employed as a *connective,* the Adjective is required ; but if any phrase denoting *manner* can be substituted, the Adverb should be used (subject-এর *quality* বুঝাইতে adjective, *manner* বুঝাইতে adverb বসে).

He looks *angry*. He left the place *angrily*. It tastes *sweet*. He spoke *sweetly*. We feel *cold*. We were received *coldly*. He feels *sad*. He left the place *sadly*.

478 The use of **that** in such **comparisons** as the following should be carefully noted :

Ram's house is better than *that* of Jadu. The brother of Karim is taller than *that* of Abdul. The population of India is larger than *that* of France. His name is as familiar as *that* of your brother.

If the first sentence were written as, "Ram's house is better than Jadu", it would have meant a comparison between Ram's *house* and Jadu, the *man,* — an absurdity. Similarly, in the other sentences. Conversely, note the absence of *that* in the following :

India is larger than France. The Indus is longer than the Ganges. I love your brother as much as Jadu.

(479) Adjective of different degrees cannot be joined by *and* : [See Art. 86].

Incorrect : He is the *strongest* and very *tall* boy in the class.
Correct : He is the *strongest* and *tallest* boy in the class.

Incorrect : This town is *more* populous and *very* prosperous.
Correct : This town in *very* populous and *very* prosperous.
This town is *more* populous and *more* prosperous.

(480) When objects of the **same class** are **compared** (একই জাতীয় জিনিষের মধ্যে তুলনা বুঝাইতে), **other** should be inserted after **any, all** or **no** to show the **exclusion** or **separation** [Art. 80] :

Incorrect	*Correct*
He is better than any boy in the class.	any *other* boy
No boy is go good as he.	no *other* boy
The tiger is fiercer than all animals.	all *other* animals
No animal is so fierce as the tiger.	no *other* animal
He was wiser than all men.	all *other* men
No man was so wise as he.	no *other* man

But in comparison by **superlatives** *other* is not used :

He is the *best of all* the boys (not, all the *other* boys). The Himalayas are the *highest of all* mountains.

(481) (*a*) **Each** and **every** are followed by a singular number. In phrases like **every three hours,** *every* = **each** group of.

Every man must do *his* duty. *Each* of the boys *was* given a cup.

Note

"In 'tag' questions, however, the plural is permissible for *everyone* and *everybody* when the statement that precedes it has a collective rather than a distributive sense : *e.g.* 'Everybody can't be clever, can *they* ?' 'Everyone present made a wild rush for the door, didn't *they* ?' The tag for *everything* must always be singular : 'Everything looked beautiful, didn't *it* ? 'Everything has gone wrong today, hasn't *it* ?" — *Wood.* See also Art. 249.

(*b*) Two Singular subjects preceded by **each** or **every,** even though connected by *and,* take a singular verb :

Each man *and each* woman *was* given a prize. *Every* student *and every* teacher *is* responsible for the good name of the class. [See Art. 460 (iii)]

(*c*) When the antecedent is plural, *each* is also plural :

The boys *each have* done *their* works ; we *each* (they *each*) *have* done *our* (*have* done *their*) works. —*F.T. Wood.* [Art. 146 (c)]

(482) Repetition of the Article : When two or more Nouns joined by *and* refer to the *same* thing, the Article is used only before the first ; but if they refer to *separate* things, the Article should be repeated before each. [See Arts. 101 & 460 (*i*)].

The Secretary and *the* Treasurer *have* done this (two separate men).

The Secretary and Treasurer *has* done this (one and the same man).

(483) When **Adjectives** joined by **and** qualify a **single noun** to refer to **different objects,** the **definite article** is **repeated** before each adjective if the noun is **singular,** or the definite article is placed only **before the first** adjective if the noun is **plural.** But the **verb is plural** in both cases (*And* দ্বারা যুক্ত বিভিন্ন adjectives **একই** noun-এর পূর্বে বসিয়া **বিভিন্ন জিনিষকে** বুঝাইলে (a) প্রত্যেকটি adjective-এর পূর্বে *the* বসিবে এবং noun-টি singular হইবে, অথবা (b) শুধু প্রথম adjective-এর পূর্বে *the* বসিবে এবং nounটি plural হইবে। কিন্তু উভয় ক্ষেত্রেই verb-টি plural হইবে।) :

The first and *the* second *boy were* rewarded.
The first and second *boys were* rewarded.
The black and *the* white *cow were* sold.
The black and white *cows were* sold.

If the **same object** is meant, the article is not repeated and the noun is singular :

The black and white cow = *one cow,* partly black and partly white.
The black and *the* white cow = *two* cows, one black, the other white.
The deaf and dumb man = *one* man, both deaf and dumb.
The deaf and *the* dumb man = *two* men, one deaf and the other dumb.

E EXERCISE 69

Correct :—

1. The first and second boy will get prizes.
2. There are two medals for the first and the second boys.
3. The Atlantic lies between the Old and New World.
4. I have read only the first and second chapter.
5. No mountain is so high as the Himalayas.
6. The Pacific Ocean is bigger than all oceans in the world.
7. The Ganges is holier to the Hindus than any river.
8. No man was so wise as Solomon.
9. Solomon was wiser than any man.
10. No fruit is so palatable as mangoes.
11. Iron is the most useful of all other metals.
12. No river is so holy to the Hindus as the Ganges.
13. The black and white cat quarrelled.

❖⌘❖⌘❖

(484) A single Auxiliary may serve two Principal Verbs if the construction allows it :

I have lost him but got (= *have* got) you.
Some were acquitted, and some punished (= *were* punished).

But let us examine the following sentences :

He *has been* enrolled, but your brother *resigned.*
I *have* retired, and a new man *appointed.*

Expanded, these sentences become "He *has been* enrolled, but your brother *has been* resigned," "I *have* retired and a new man *have* appointed," which are wrong. The correct forms are :

He *has been* enrolled, but your brother *has* resigned.
I *have* retired, and a new man *has been* appointed.

(485) Two Auxiliaries may be used with one **Principal Verb** or **Adjective** when the form of the latter allows it :

I never *have,* nor ever *will hurt* anybody. I *did* not, and *will* not, *go* there. They *are* and *have been,* always active.

But let us examine the following sentences :

I never *have,* nor ever *will, go* there.
They *have* and *will* always *help* me.

Expanded, the sentences become "I never *have* go there, *nor ever will go there,*" "They *have* always *help* me and *will always help* me," which are wrong. The correct forms are :

I have never *gone* there, nor *will* ever go.
They *have* always *helped* me, and *will* always *help* me.

(486) Prepositions come before their objects except (*i*) when the object is the relative pronoun **"that" :**

This is the man *that* I spoke *of.* I heard the story *that* was talked *about.*

(*ii*) Often when the object is an interrogative pronoun, or a relative pronoun understood :

What have you come here *for* ? *What* are you wondering *at* ? This is the boy (*that* or *whom*) I spoke *of.* It is the thing (*which*) I asked *for.*

(487) One preposition is sometimes **wrongly** made to do the work of **two.** Thus, the following sentences are wrong :

He has come and will return *to* Japan.
He was appointed and dismissed *from* the post.

The correct forms should be :

He has come *from* and will return *to* Japan.
He was appointed *to* the post and dismissed *from* it.

(488) Correlatives are pairs of words that are regularly used together (শব্দযুগল সর্বদা একত্র ব্যবহৃত হয়). They are sometimes called *correlative conjunctions* ; but that is hardly correct, because a member of the correlatives may be something other than a conjunction.

Here are some of the important correlatives :

(1) **Both—and :**

Both Ram *and* (not, *as well as*) Kali were present there.
He is *both* rich *and* (not, *as well as*) powerful.

Note

If *as well as* is to be used, drop *both* : as, "Ram *as well as* Kali was present there." "He is rich *as well as* powerful."

(2) **Either—or ; Neither—nor :**

Either he *or* his brother was there.
Neither the boy *nor* his brother was present.

(3) **Not only—but also :**

Not only he *but* his brothers *also* were present. He insulted *not only* me, *but also* my brother. He is *not only* foolish *but also* wicked.

Note

"With the correlatives *not only .... but also,* it is perhaps rather pedantic to insist that the *also* must never be omitted. A sentence like the following may be regarded as quite acceptable English : *Not only* beginners, but even experienced craftsmen, may learn much from this book" —*Wood.*

(4) **As—so :**

As you sow, *so* shall you reap. *As* I am ill (*so*) I cannot go.

Note

Good English requires that the clauses introducd by *as,* the causal conjunction, should precede the main clause.

(5) **As—as ; so—as :**

He is *as* poor *as* you. He is not *so* poor *as* you. He is *as* eager *as* you are. He is not *so* eager *as* you are.

Note

(*a*) **Modern usage prefers 'so—as' for negative sentences.** But see Art. 292(*g*) Note.

(*b*) Guard against the use of "like" after "as" or "so". The following sentences are wrong:

He is not *so* strong *like* (should be, *as*) you.

I am *as* eager *like* (should be, *as*) you.

(6) **So—that :**

He is *so* angry *that* he cannot speak.

He is *so* weak *that* he cannot walk.

(7) **Such—as :**

Only *such* boys are wanted *as* (not, *who or that*) have passed.

The defect was *such as* to cause anxiety.

(8) **Such—that :**

Such was his misfortune *that* nobody helped him.

The defect was *such that* it caused anxiety.

(9) **The same—as ; the same—that :**

This is *the same* book *as* (not, *like*) that.

He is *the same* person *as* (or, *that*) I saw yesterday.

But "*Is this the same as,* or *the same that,* or *the same, you showed* me before?" —*POD.*

See also Art. 134.

(10) **No—sooner—than :**

No sooner did I sit down *than* they left the place.

No sooner had he gone *than* I reached the place.

(11) **Hardly—when** (MEU and ABC of Eng. Usage) **:**

Hardly was he gone *when* the party broke up.

Hardly had he left the house *when* it began to rain.

Note

But Nesfield gives both *before* and *when* after *hardly.*

(12) **Scarcely—before** or **when** (MEU) **:**

Scarcely had he left the house *when* (or *before*) it began to rain.

He was *scarcely* gone *before* (or, *when*) we reached the place.

Note

In clauses beginning with *no sooner, hardly, scarcely* the auxiliary precedes the subjects as shown above.

(13) **Other—than, besides ; else—than, but :** [Art. 346(f)]

Give me *other* books *than* this. He has no *other* friend *than* you. I have none *else than* (or, *but*) you. No *other* person *besides* (in addition to) my friend applied.

Note

A.B.C. of Eng. Usage, Good English by *Vallins, Current Eng. Usage* by Wood, and *Nesfield,* give *than* after *else,* but *Row* & *Webb* and *Wren* and *Martin* give *but* after it.

(489) Each member of the correlative should be followed by words of the same class (Correlatives-এর উভয় অংশের পর একই জাতীয় part of speech বসে।). So the following sentences are wrong :

(*i*) He *not only* went to you, *but also* to your father. (*ii*) He helped me *not only* with men *but also* gave me some money. (*iii*) He *neither* offended me *nor* my brother. (*iv*) *Neither* did he work *nor* sleep. (*v*) He helped me *both* with men *and* money. (*vi*) I did this *both* for you *and* him.

In the first sentence, '*not only*' is followed by a verb, but '*but also*', by an adverb phrase. In the second, '*not only*' is followed by an adverb phrase, but '*but also*', by a verb. In the last, *both* is followed by a preposition, but '*and*' is followed by a pronoun. The correct forms should, therefore, be :

(*i*) He went *not only* to you *but also* to your father ; or, He *not only* went to you *but also* went to your father. (*ii*) He *not only* helped me with men *but also* gave me some money ; or, He helped me *not only* with men *but also* with money. (*iii*) He offended *neither* me *nor* my brother. (*iv*) *Neither* did he work *nor* did he sleep ; or, He *neither* worked *nor* slept. (*v*) He helped me *both with* men and *with* money ; or, He helped me with *both* men *and* money. (*vi*) I did this *both for* you *and for* him ; or, I did this for *both* you *and* him.[1]

EXERCISE 70

A. *Transform the following sentences so that they may contain the correlatives noted in the margin* :—

(*a*) *Both—and* :

1. I did this for you ; I did this for your brother.
2. He went to my place ; his father went to my place.
3. This exercise is good for the heart ; it is also good for the lungs.
4. You will get the thing at my shop ; you will get it also at my brother's shop.
5. I want to see you ; I want also to warn you.

(*b*) *Neither—nor* :

1. He is not happy ; he is not miserable.
2. I do not want you ; I do not want your brother.
3. He did not offend me ; he did not please me.
4. I have not seen him ; I have not heard of him.
5. I have not seen him ; I have not seen his brother.

(*c*) *Not only—but also* :

1. I did this for you ; I did this for your brother.
2. He was wealthy ; he was also healthy.
3. He was wealthy ; his friend also was wealthy.
4. I made a chair and sold it also.
5. I shall support him with money ; my brother also will support him with money.
6. I shall support him with money ; I shall support him with men.

(*d*) *No sooner—than* :

1. As soon as I came out, the room fell down.
2. He entered the room immediately after I had left it.
3. As soon as the sun set, we began our journey.
4. As soon as they saw me, they shouted in joy.
5. It began to rain immediately after they had left.

(*e*) *Scarcely—before* or *when ; Hardly—when* :

1. No sooner was he gone than we reached the place.
2. As soon as the rain ceased, we set out on our journey.
3. No sooner did I see you than I was reminded of my own childhood.

[1] But *MEU* writes of the form *In both India and Australia* as "formal, and is often shrunk from as a remedy worse than the disease." (Under *both*, sec 3).

CHAPTER XL

MISCELLANEOUS CORRECTIONS

NOUNS

(490) Nouns omitted :

Incorrect	*Correct*
He went to his *elder.*	*elder brother.*
He lives in the *boardings.*	*boarding house.*
Give me some *blotting.*	*blotting paper.*
I went to yours (Art. 66).	*your house.*
I bought some paper, ink and *others.*	*other things.* (Art. 156).

(491) Singular for Plural :

My *circumstance is* bad.	*circumstances are*
I cannot continue my *study* any more.	*my studies*..... (*Any more* is unnecessary)
No *order* has yet been passed. (*a*)	*orders have*
No *pain* was spared.	*pains were*
He has obtained full *mark.*	full *marks*
[1]Three-*fourth* of the work is done. [Art. 40 Note (*g*)]	Three-*fourths* of the work *is* done.
[1]Three-*fourth* of the men *is* dead.	Three-*fourths* of the men *are* dead.
I like *vegetable.*	*vegetables*
More than two boys *was* present there.	*were* present [Art. 40(*d*)]
Is the old always wiser than the young ?	*Are* the old
The police *has* not made any arrests so far.	*have*
I have taken my *meal.*	my *meals*
One of the *boy* is there.	*boys*
He is out of *spirit.* (*b*)	*spirits*
He has gone out of *door.*	*doors*
He is out at *elbow.*	*elbows*
I feel out of *sort* today.	*sorts*
His wonder knew no *bound.*	*bounds*

[1]Fractions like *two-thirds, three-fourths* are treated as singular or plural according as they denote *amount* or *number.*

Incorrect	*Correct*
There *is a lot* of people there.	*are* a lot of people
He is one of the bright *student* in the class.	*students*
I have seen him *lots of time* (c)	lots of *times*
I like *apple* more than *orange.*	*apples* more than ***oranges***. Or, I like ***an*** apple more than ***an*** orange.
All *kind* of books *was* displayed.	*kinds* of books *were*
The rich *is* not happier than the poor.	*are*
[1]A number of books *has* been purchased for the library.	*have*

Note

(*a*) But *POD* has under *order* : "Often plural ; give *orders,* an *order,* the *order,* for something to be done .... The judge gave, made, refused an or the *order.*"

(*b*) In the sense of "sanguine or buoyant mood or specified state of cheerfulness or despondency" the word is always used in the plural.

(*c*) *Time* is countable when it means 'occasion'. *Lots of* can be followed either by a plural countable or by a singular uncountable.

(492) Plural for Singular :

Many *a* good *boys* failed.	*boy*
There *are pains* all over the body.	*is pain*
I give you my *words.*	*word*
He has kept his *words.*	*word*
He is skilled in *needleworks.*	*needlework*
He gave me *many* good *advices.*	*much* good *advice*
All his *kiths and kins* are against him.	*kith and kin*
The *sceneries* here *are* charming.	*scenery .... is*
There was a lot of *traffics* on the road yesterday.	*traffic*
He gave us wrong *informations*	*information*
Did you buy *any fruits* in the market ?	*any fruit*
Many a men *want* to be rich quickly.	*Many a man wants*
He has sold all his *furnitures.*	*furniture*
He has purchased *many furnitures.*	*many pieces of furniture*
[1]*The number* of M.Ps *have* increased.	*has*
He has black *hairs.*	*hair*
This house is built of *bricks.*	*brick*
To laugh in one's *sleeves.*	*sleeve*

[1] "*Number,* as noun of multitude in the type '*a number of* + pl. noun', normally governs a plural verb. .... By contrast the type '*the number of* + pl. noun' normally governs a *singular verb.*'– *MEU* See also Art. 40(k).

Incorrect	*Correct*
One of the boys there *have* stolen the book.	*has*
He has learnt the *alphabets.*	*alphabet*
Give the story in *details.*	in *detail*
Take care of your *luggages.*	*luggage*
Give me two *dozens* eggs.	*dozen*
More than one person *have* found it so.	*has* found. [Art. 40(*d*)]
A group of students *were* playing.	*was*
Six miles *are* a long distance.	*is*
I together with my brothers *were* stopped.	*was* stopped
I bought *confectioneries* for the child.	*confectionery*
The children had lots of *funs* in the fair.	*fun*
There is *lots of times* before the train leaves.	*time*
The conduct of many boys and girls *are* not what *they* should be.	*is* not what *it* should be
Here is the list of text books for the *three-years*[1] degree course.	*three-year*
His whereabouts *are* not known.	*is* [Art. 28]
There *are* no *breads* in the shop.	*is* no *bread*
Nothing[2] but a few cottages, trees and ponds *were* to be seen.	*was*
His *bona fides*[3] *are* in doubt.	*is*
Mr Bose, accompanied by his wife and children, *were* present there.	*was* present
I met a *seventeen-years-old* girl there. (1)	I met a *seventeen-year-old* girl, etc. (or, I met a girl who was *seventeen years old,* etc. or, I met a girl *seventeen years old,* etc. or I met a girl of *seventeen years of age,* etc.)

Note

(1) "X– *year/month/week/day– old,* when used before a noun, does not have *–s* on the *year/month/week/day* part. When used after a verb and not before a noun, it does have *–s,* if X is two or more." *—Hill.*

We have a *one-year-old* son. We have a *six-year-old* daughter. Our son is *one year old.* Our daughter is *six years old.*

Similarly, *five-year-plan* etc.

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[1] *'Three-years'* is adjective and hence *singular.*

[2] Actual subject is *nothing* and *nothing* is *singular.*

[3] *Bona fides* is *singular.* ".... readers of this book are advised to construe *bona fides* with a *singular* verb" — *MEU* by Fowler (p.112) ; *Current Eng. Usage* by F. T. Wood (p. 42).

(493) Misuse of the Possessive form : [See Arts. 138 and 473].

Incorrect	*Correct*
I have read *Tagore's poems* who is a great poet.	the *poems of Tagore* who
I am fond of *Keat's poems.*	*Keats'*
Go to the *man's* house who died.	the *house of the man* .....
I shall go by 3 *o'clock's* train.	3 *o'clock* train
Everybody loves *Shakespeare* and *Tennyson's poems.*	*Shakespeare's* and *Tennyson's*
Her house's number was not known.	*The number of her house* .....

(494) Use of Negatives :

There is *not anybody* here.	There is *nobody* here
Anyone does *not* know the truth.	*No one* knows the truth.

(495) Miscellaneous :

It is a nice *poetry.*	a nice *poem.* a nice *piece* of *poetry.* is nice *poetry.*
He gave false *witness.*	gave *false evidence ;* or, *bore false witness*
It is fifteen minutes past *three o'clock.*	past *three*
The clock has struck *four hours.*	*four*
The *male* (or *female*) were absent.	*men* (or *women*)
He applied for *teachery.*	*teachership*
I applied for *lecturership.*	*lectureship*
[1]The *water* of this place suits me.	*climate*
The *weather* of Calcutta suits me.	*climate*
Do you have a *television* ?	a *television set* ?
I shall go by the 5.15 *o'clock* train. (*i*)	*the 5.15 train,* or *the quarter past five o'clock train*
I had no *rupees.*	*no money*
Good *night,* sir, how are you ? (*ii*)	*evening*
He promised me *food* and *boarding.*	*board* and *loding*
Give me *fooding* and *loding.*	*food* and *loding* *board* and *lodging*
His *English knowledge* is poor.	*knowledge of English*
You should not question my *bona fide.*	*bona fides*

[1]If the quality of water is referred to, the sentence is quite correct.

Incorrect	*Correct*
He brought a few articles of *clothes* for me.	*clothing*
There is no *place* in this bench.	*room*
He has lots of *rupees.*	*money*
I want three *breads.*	three *pieces of bread* or *loaves.*
I saw a *theatre* last night.	saw a *play*
The *audience* of a football match are pleased when a goal is *made.*	The *spectators* of a ..... goal is *scored.*
She has a *fascination for birds* (*iii*).	Birds have a *fascination for her* (i.e., birds fascinate her).
I quoted it from *heart.*	from *memory.*
Learn or say *by memory.*	by *heart* (*POD*).
I got a *freeship.*	a *free studentship.*
He took *much trouble* to do it.	*great pains* to do it.
My *family members*	*the members of my family*
He is my class-*friend.*	class-*fellow* or class-*mate.*
He is my cousin *brother.*	He is my *cousin.*
What is the *cost* of the pen ?	*price*
I came on a private *business.*	a private *piece of business* or came on *private business.*
Credit it *in my name.*	*to my account*
He is a *man of business.* (*iv*)	*man of action.*
He put on *pantaloons* or *full pants* (*v*).	put on *trousers* or *drawers.*
He puts on *half pants.* (*v*)	puts on *shorts.*
We sat in the *shadow* of the tree.	*shade*
She is an important *staff.* (*vi*)	important member of the *staff.*

Note

(*i*) When the number of minutes is specified, 'o'clock' is not used. It is correct to say, 'by *half-past twelve o'clock* train', but not : 'by the *twelve and a half* train' nor 'by the *twelve and a half o'clock* train', —*Rowe* and *Webb.*

(*ii*) *Good night* and *good-bye* are *parting* saluations ; *good morning, good day, good afternoon, good evening* are either meeting or parting saluations—*Rowe and Webb.* But according to Chambers, *good-night* "is a common saluation on parting at night or well on in the day." Also *McMordie.*

(*iii*) The correction is applicable when the intended sense is that she has a strong liking for birds. 'She has a fascination for birds' means birds like her.

(*iv*) *Man of business*—one who is *carrying on a trade.*

(*v*) "*Pantaloons, pants.* The British words for these, except in uneducated and shop use, are *trousers* (or colloq, *breeches*) and *drawers.* American idiom differs."—*MEU. COD* has under pantaloon "pl. : chiefly U.S. and being ousted by *pants.*"

(*vi*) *Staff* is collective. An individual is *a member of the staff.*

ADJECTIVES

(496) Misuse of Words :

Incorrect	*Correct*
I have a *strong* headache.	*bad*
This is *more preferable than* that.	is *preferable to* [Art. 87(*d*)]
Which do you prefer *most* ?[1]	drop *most*
It is a *truthful* report.[2]	*true* or *correct*
A *little* number of boys remained.[3]	*small*
He made many images, *big and small.*	*big* and *little,* or *large* and *small*[3]
There is not *any man* in the room.	*no man*
This meat is *hard.*	*is tough.*
The world is *beauty* for him.[4]	*beautiful*
Tom is their *mutual friend.*	*common*
He came *today* morning.	*this morning.*
He took care of me *very much.*	He took *very great* care of me.
He is in *very much* distress.	in *great* distress, or is *very much distressed.*
He felt very *gaiety.*[4]	*very gay.*
The *economical* position of the country is bad.[5]	*economic* position
He came *yesterday night.*	*last night* or, *yesterday at night.*
He went out with his head *open.*	*bare.*
He is a *reputed* headmaster[6].	a headmaster *of repute.*
It is a *clouded* day.	*cloudy*
This garden is *five times bigger* than the other.[7]	*five times as big as*
Whole India mourns for him.	*The whole of India,* (or, *All India*) mourns etc. (Art. 314)
No *less than* fifty men *was* present there.	No *fewer* than fifty men *were*
He acted *well* in comedies than in tragedies.	*better*

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[1]*Prefer* is an absolute term, and cannot be modified by *more* or *most.*

[2]*Truthful* generally applies to a person who is in the habit of speaking the truth.

[3]"The idomatic antitheses are *great and little, big and little, great and small, large and small,* not *large and little,* nor *big and small.*" —*COD* (under *little*)

[4]*Beauty, gaiety* are nouns.

[5]*Economical* means cheap, thrifty, not wasteul. *Economic* is the adjectival form of *economics,* the science of production and distribution of wealth.

[6]Reputed = generally considered to be (not *famous*) : he is *reputed* to be a rich man.

[7]"Since the comparative indicates merely superiority, and is not in itself confined to any definite limit, there cannot be multiples of it. It can be modified only by adverbs of degree, like *much, little, rather, scarcely, barely, far* or by a statement of a definite amount, as *five pounds heavier, ten shillings dearer*" —*WOOD.*

Incorrect	*Correct*
No *fewer than fifty* kilograms of sugar was wasted.	No *less than*
He is a man of *childish* simplicity.	*childlike*
He was *much happy* to see me.	*very happy*
Of Ram, Shyam and Jadu, I like the *former.*	*first* or *first named*
This is a *dining* table.	*dinner*-table (but Chambers gives both the forms).
This is my *dining time.*	*dinner*-time.

(497) Words misplaced :

Why did you take *my this book* ?	*this* book of *mine* ?
My all books are lost.	*All my* books
My brother's all books are lost.	{ *All my brother's* books *All the books* of my *brother*
His both brothers are ill.	*Both his brothers*
Give me a *cold* glass of water.	glass of *cold* water.
I spent *rupees ten* yesterday	spent *ten rupees*

(498) In the Use of Articles :

I have *great* deal of work to do.	*a great deal*
Give me *three and half rupees.*	*three and a half rupees,* or, *three rupees and a half.*
The Magistrate failed *to keep peace.*	to keep *the* peace.
I took *short sleep.*	*a* short sleep.
Whole Bengal mourns for him.	*The* whole of Bengal, or *All Bengal*
People came from *whole* district.	*the* whole district.
She is in *temper.*	in *a* temper.
Always speak *truth.*	*the* truth.
Let us go out for *walk.*	for *a* walk.
The vacation is drawing to *close.*	to *a close.*
I shall try to give *answer* to the questions.	*an* answer
Give me *hundred rupees.*	*a* hundred rupees.
Benefit of *doubt.*	*the* benefit of *the* doubt
This is a slip of *tongue* (or, *pen*).	*the* tongue (or, *the* pen)
He made *a* fun of it.	made fun
Dont' make noise.	*a* noise.
The boy could not go to *the* school yesterday. (1)	go to school.

Incorrect	*Correct*
He will go in for *law* (become lawyer).	for *the* law.
He will go to *the* law (take legal action).	drop *the*
I shall go to *cinema* today.	*the* cinema
Late C.R. Das was a barrister.	*The* late
He plays guitar well.	*the* guiter
He lives in U.S.A.	*the* U.S.A.
Brahmaputra is a big river.	*The* Brahmaputra
We went for *picnic*.	*a* picnic.
He caught me by *hand*.	*the* hand.
Fire broke out in our flat.	*A* fire
Have you listened to *radio* news this morning?	*the* radio
I am of *opinion* that he is wrong.	of *the* opinion
It is quarter to seven.	*a* quarter to
Which colour do you like, the red or *blue*?	*the* red or *the* blue?
The man is mortal.	omit *the*
He is a M.A. in Bengali.	*an* M.A.
My house is near *the* Deshapriya Park.	omit *the*
They elected him *the* President of the club.	omit *the*
Meat is sold *by* kilogram.	by *the* kilogram.
The book was in *a* good condition.(2)	omit *a*
I get up early in morning.	in *the* morning
I get up before *the* sunrise.	omit *the*
He had *headache* yesterday. (3)	*a* headache
I hope to be *doctor* one day.	*a* doctor
I enjoyed the beauty of *the* nature.	omit *the*

Note

(1) Go to school for study but go to *the* school to visit *the* school.
(2) In *good/bad* condition, 'condition' is an idiom which does not take *a*.
(3) But not *a* toothache, *a* backache.

PRONOUNS

(499) Pronouns omitted :

Suffice to say, you are wrong.	Suffice *it* to say
I shall avail the opportunity.	avail *myself of*

Incorrect	*Correct*
He absented from the meeting.	absented *himself*
He prides on his success.	prides *himself* on, or *takes pride in*
They enjoyed at the theatre.	enjoyed *themselves at*
No boy in the class is so good as Amal.	No *other* boy

500 Pronoun inserted :

He kept *himself* away from school	kept away
I feel *myself* unwell.	feel unwell.
He tried *his* heart and soul.	tried heart and soul.
Commit this to *your* heart.	Commit this to heart.
I cannot call to *my* mind what happened.	call to mind what happened.
He is out of *his* danger.	out of danger.
I have much work on *my* hand.	on hand.
Your letter is to *my* hand.	is to hand.
He lost *his* patience[1].	lost patience.
Commit this to *your* memory.	drop *your.*
Of all *other* boys he is the best.	omit *other*

501 In the use of the Case :

I want *your* reply at once.	want a reply *from* you
I shall take *your leave.*	take *leave of you.*
I hope to have *your good report.* (*a*)	have a good report *of,* or *about you.*
I cannot bear *your* separation.	bear separation *from you.*
Follow in *his* steps who is wise (*b*)	in the steps *of one who*
Let *he and I go.*	Let *him* and *me*
Everyone except *I* was present. (*c*)	except *me*
There is trouble between *he* and *I*. (*d*)	between *him* and *me.*
He is the man *who,* they say, the police arrested.	*whom*
The college of *whose* Principal he was is a renowned one.	*of which* he was the Principal or, *whose* Principal he was[2].
I saw the man *whom* they thought was dead.	*who* they.....dead ; or *whom* they thought *dead.*

[1]But 'to *lose one's* temper' (not to *lose* temper).

[2]"It is legitimate to use *whose* of non-personal and inanimate thing"—*Wood.*

Incorrect	*Correct*
This matter should be discussed strictly between *you and I.* (*d*)	between *you and me.*
All of us—Ajoy, Tapan, Bimal and *me*—was present.	..... Bimal and *I*—were present.
Some of you will have to come in *their* own cars.	*your*
I wish I were *him.*	were *he.*
It must have been *her* at the door.	*she*
You didn't know that it was *me* who did it.	*I*

Note

(*a*) *Your good report* = the good report brought by you.
(*b*) See Art. 138, 473.
(*c*) *'Except'* is a preposition, and is therefore followed by the objective case.
(*d*) *"Between* is a preposition, and any pronoun that follows it must therefore be in the accusative case."—*Wood.*

(502) Miscellaneous :

I bought a pen and gave *the same* to him. (1)	gave *it*
They met *some* day to discuss it. (2).	*one* (or *on a certain*) day
One of the boys *have* fallen ill	*has*
I and *you* shall go.	*You* and *I*
Netaji was one of the bravest *soldier* that *has* fought for the country.	-----*soldiers* that *have*-----
Calcutta is bigger than *any city* in India.	*any other*
She was the best of all *other* singers.	*all singers.*
We expected Mr and Mrs *Roy's presence whom* we found were nice people.	*the presence of Mr. and Mrs. Roy who*
When one hears of an accident, *he* feels very sorry.	*one* feels
Everything including the books *were* bought.	*was*
Each of them came in *their* turn.	in *his* turn.
One should do *his* duty.	*one's*
The climate of Delhi is hotter *than* Calcutta.	hotter *than that* of Calcutta.
No one should leave *one's* own seat.	leave *his* own seat.
Neither (or, Either) of them *were* present.	*was*

Incorrect	*Correct*
Each of the boys *are* good.	*is*
Neither he *nor* his brother *were* there.	*was*
Ram, Shyam and Jadu, each *have* come.	*has*
Each boy and each girl *are* present today.	*is*
A gap of two feet is there *between each* of the tables. (3)	*between each table and the next*
There will be a break of fifteen minutes *between each* session (3).	*between the sessions*
Either the boy *or* his friends *is* responsible for this.	*are*
Everyone must do *their* duty.	*his*
Neither of them saw *each other.*	saw the *other.*
The more you practice, you will *get better.*	*the better* you will get.
Neither of the four girls succeeded.	*None* of
The earlier we leave, we will get there *earlier.*	*the earlier* we get there.
Myself will do it.	*I myself*
The busier you become, *lesser time* you have for reading.	*the less* time you have....
I want a reading room of *myself.*	*of my own*
Rabin and *myself* went there.	and *I*
He brought his small sister with *himself.*	with *him*

Note

(1) This use of the *same* is confined to legal or formal diction.

(2) *Some day* is generally used of an *uncertain point of future time.* I shall go there *some day.*

(3) Each is *singular* and there cannot be 'between' one.

VERBS

(503) Passive for Active :

A quarrel *was* ensued.	quarrel *ensued.*
The book *is belonged to* me.	*belongs to*
He *was seemed* to be happy	*seemed* to be
The river *is issued* from a lake.	*issues* from
He *was died* of fever.	He *died*
This is hard *to be believed.* (1)	hard *to believe.*
This is not easy *to be learnt.* (1)	easy *to learn.*

Incorrect	*Correct*
He *was despaired* of success.	He *despaired*
The event *was happened* long ago.	omit *was*.
He was impossible *to be convinced*.	It was *impossible to convince* him.
He *has been profited* by the experience.	He *profited*

Note

(1) Adjectives are generally followed by the active infinitive instead of by the passive infinitive.

(504) Misuse of Verbs :

He *says* me a fool.	*calls*
He *says good English.*	*speaks or talks (COD)*
He *spoke* a lie.	*told* (1)
He *tells* that he will go away.	*says* (2)
I *told him,* "Go away".	*said to* him (3) I told him *to go* away.
See the word in the dictionary.	*Look up* (4)
Please *see* my certificates.	*look* at (4)
When I went there, I *saw* him ill.	*found*
He will *see* my papers.	*look over*
Please *see* the pulse of the patient.	*feel*
Eat one's dinner.	*take* or *have* one's dinner.
He was so rude that I could not *hear* him.	*listen to* (5)
The distance was so great that I could not *listen* to him.	*hear* (5)
I *forwarded* myself as a candidate.	*offered*
You have *made* a wrong to him.	*done* (6)
He *kept* pass marks.	*obtained* or *got*
We once *knew* that he was honest, but now we find our mistake.	*believed* or *thought* (7)
He *takes recourse* to fraud.	*has recourse*
Can I come in, sir ?	*May* I
He *denied* to help me and *said* me a fool.	*refused, called me*
He knows *to swim*.	*how to swim.*
I *refused* that I had done.	*denied*
Please *hear* his advice.	*listen to* his advice.
He will not go, I *believe.*	*presume.* (8)
Please grant me leave, as I *intend* to go home.	*wish* or *want* (9)

Incorrect	*Correct*
Do not *catch* my hand.	*catch hold of*
Will you *take* a cigarette?	*have*
He has *thrown* the milk.	*spilt* or *upset*
I *hope* it will take a week.	I *expect* it etc.
They *made* two goals.	*scored*
I want to *mend* my pencil.	*sharpen*
I shall *take* leave *of* the master.	*ask* the master *for* leave (10) *ask* leave *of* the master.
When he was in Calcutta, he *would read* in the City College.	he *read* (11)
They *do not use* to do so.	*do not do so,* or, *are not used to doing so.* (12)
He *gave* me a visit.	*paid* me
He was tired, so he *laid* down.	*lay.*
He *stroke* me very hard.	*struck* [Art. 188 (*b*)]
The river has *overflown* its banks.	*overflowed* (13)
My father *admitted* me into that school.	*got me admitted,* or *put* me (14)
He *took* admission into that school.	*was admitted,* or *got admission*
I *await* for your decision. (15)	I *wait* for (or *await*) your decision.
I desire that he *would* win.	he *should* win. [Art. 244 Note (c)]
I intend that he *will* be a doctor.	he *shall* or *should*
I *hope* I shall not pass.	I *am afraid*
It is *lightning* just now. (16)	It *lightened*
He *has an interest* in music. (17)	*is interested in*

Note

(1) But we *speak* the *truth* (COD); and *tell* the *truth,* also *tell a lie*—(*COD*).

(2–3) *Tell* in the sense of *command* or *inform* requires an *indirect object.* It is not generally used to introduce a *direct* speech.

(4) *See* is a general term without any special effort or attention. Thus 'I could not *see* him,' beause he was hidden or because I was blind; 'I could not *look at* him,' because his appearance was distasteful to me. —*Rowe* and *Webb.*

(5) This mistake is exactly parallel to the misuse of *see* for *look at. Hear* is a general term, while *listen* denotes attention.

(6) We *make*—a mistake, an error, a blunder; we *do*—wrong, harm, injury; we *commit*—a fault, a crime, an offence, sin. —*Rowe* and *Webb.* Also *commit* a blunder, error —*POD.*

(7) "*Know* is generally used about what is true; we cannot *know* anything but an actual fact." —*Rowe* and *Webb.*

(8) *Believe* generally denotes a *settled conviction,* or certainty of the mind and is too formal and serious a term to be used in sentences like the above which is a sort of enquiry—*Ibid.*

(9) *Intend* signifies a *fixed determination* and should not, therefore, be used by a subordinate when making a request to a superior.—*Ibid.*

(10) *To take leave of*: to part from, to bid farewell to.

(11) *Would* may be used to denote an action *occasionally* and *irregularly* repeated in the past, but not a *systematic* course of conduct.

(12) "The verb *use* in the sense of 'be accustomed' has all its faculties; 'I am used to it' is a familar and legitimate modern usage; and .... the use of the auxiliary *do* with *use* in this sense has a respectable ancestry ... The odd thing is that we never say or write 'don't use' nowadays. But 'did, didn't use' cannot be altogether condemned if only because we have never really admitted 'used he?' and 'usedn't he?' as alternatives. Nevertheless, the construction is admitted to speech only; in writing a convenient paraphrase has to be discovered." — *Good English* by *G.H. Vallins.*

(13) *Flown* is the p.p. of *fly*; the p.p. of *flow* is *flowed.* See Art. 188(*f*).

(14) 'He has admitted me' may be used if *he* refers to the Headmaster or the Principal.

(15) "*Await* is always transitive but *wait* is not always intransitive." (*Modern Eng. Usage*). Hence '*await*' is followed by a noun, pronoun or gerund, not by an infinitive; '*wait*' may have the infinitive construction, as well as the normally transitive construction of *await,* and an intransitive used with *for.* The following sentences are correct:

"I *await* (or *wait*) your decision. I *wait* for you to decide (not *await*). They found him *awaiting* them. They found him *waiting* for them. I shall *wait* to bring him home (not *await*). I *await* (or *wait*) his ruling on the matter." *A.B.C. of English Usage.*

(16) *Lightning* is a noun, *to lighten* is a verb.

(17) To *have an interest* means to have a claim or share in something. If aptitude or curiosity is meant, the verb should be *to be interested in.*

505 In the use of the Tense:

Incorrect	*Correct*
It is *raining for* a week.	*has been raining*
He is *suffering for* three days.	*has been suffering*
The earth is moving round the sun.	earth *moves* round
I have arrived yesterday.	*arrived* [Art. 176 Note (*b*)]
I *have seen* my friend long ago.	*saw*
You *are* not *understanding* my difficulties.	*do not understand*
Try hard so that you *might* win.	*may*
I am looking forward to *see* you soon.	*seeing*
I wish you *will* help me.	*would*
I hope he *would* do well.	*will*
We *shall look* forward to seeing you in the winter.	we *look* forward .....
When you *will* come here, I shall go with you.	you *come* here (see Art. 335)
The crops will die before the rains *will fall.*	rains *fall.*
Should you pass he *will* be happy.	*would be* [Art. 244, Note (*b*)]
If I should meet a tiger I *shall* run.	I *should* run.
I accompanied the children in order that they reach safely.	they *should* reach safely.

Incorrect	*Correct*
As he *is* ill *for* two months, he is advised not to *give* the examination.	*has been* ill, *sit for,* or *appear at*
It is high time government *do* something in this matter.	*did* something (1)
I *am living in* Suri *for* a long time.	*have been* living *at* Suri
Forty years *passed* since India *has become free.*	*have passed* since India *became* free.
My friend *has gone out* before I arrived.	*had gone out*
I *have been* in Delhi two months ago.	*was* in Delhi
You *had better to go* home now.	*better go* (2)
When I returned home, he *still didn't finish* the job.	still *hand't finished* the job.
As we *discussed* the matter, the phone rang.	*we were discussing*
He assured he *will come.*	*would come*
She said she *has never seen* him before.	*had never seen*
If I *would have known,* I would'nt have gone.	*had known* (Art. 262)

Note

(1) Phrases like *It's time, It's high time* are used with verbs in the *past tense* even though the action refers to the *present* or *future* time.

(2) "*Had better* refers to the immediate future, but the form is always past. After *had better* we use the infinitive without *to* :

It's late — you *had better hurry* up".– *Practical English Usage* – Michael Swan [Also see Art. 213 (c)]

506 In the Interrogative Form :

Where *you are* coming from ?	*are you*
He asked why *did I* not go ?	*I did not*
Tell me how *are you* ?	*you are.*
He asked me what I *want* ?	*what I wanted.*
I *said to* him why *has* he not gone.	I *asked* him why he *had* not *gone.*
Do you know who *am I* ?	who *I am* ?
I know who *are you.*	who *you are.*
Tell me what *is* his *name* ?	what his *name is.*
Why *you went* there ?	*did you go* } (Art. 306 I, Note)
How *you can* do it ?	*can you*
Between whom *the battle was fought* ?	*was the battle fought* ?
How *you like* it ?	*do you like it* ? (Art. 306 I, Note)

Incorrect	*Correct*
Do you know to whom *are you* speaking ?	know whom (or, who) *you are* speaking *to* ?
He is not a good boy, *isn't it* ?	*is he* ?
He can't swim, *isn't it* ?	*can he* ?
He can swim, *can* he ?	*can't* he ?
I must go, *isn't it* ?	*mustn't I* ?
You are going to the picture, *isn't it* ?	*aren't* you ?
You are not going to the picture, *aren't you* ?	*are* you ?

Note

The verb follows the nominative when the question is asked *indirectly,* but not otherwise.

507 (*a*) **Misuse of Infinitive for a Gerund** [See Art. 228] :

He succeeded to *win* the prize.	*in winning*
He persisted or insisted *to go.*	persisted *in,* or insisted *on going.*
Capable *to do*	Capable *of doing.*
He despaired *to pass.*	*of passing.*
Stop *to write.*	Stop *writing.*
I went there with the hope *to see* him.	hope *of seeing* him.
I could not help *to do it.*	help *doing it.*
I have finished *to write.*	finished *writing.*
You have no excuse *to be* late.	*for being*
He prevented me *to go.*	*from going.*
He is unequal *to do* it.	*to doing* it.
He has stopped *to smoke*	stopped *smoking.*
We are looking forward *to see you.*	*to seeing* you.
What are their reasons *to* say this ?	reasons *for saying*
I did not do it with the hope *to get* something.	hope *of getting*
These are several manners *to do* it.	manners *of doing* it.
He was accused *to be* the culprit.	*of being* the culprit.
He was suspected *to be* the murderer.	*of being* the murderer.

Note

Verbs of *prevention,* except *forbid,* are followed by *from* and a *gerund.*

(*b*) **Misuse of the Gerund for the Infinitive :**

He came *for seeing* me.	*to see*
I went there *for getting* help.	*to get*

Incorrect	*Correct*
The *studying* of scientific fiction is his hobby.	the *study of*
I intend *learning* German.	*to learn*

Note

For with a *gerund* is not used to express a *purpose;* it denotes a *cause;* as "He was punished *for going* there".

(508) Miscellaneous :

I wish I *was* dead.	I *were*
I would do it if I *was* he.	if I *were* [Art. 210]
Oh, that your misery *was* over !	*were* over.
I would be surprised if he *was* successful.	he *were* [Art. 210]
I am the man who *am* guilty.	who *is* [Art. 468]
It is you who *is* guilty.	who *are* [Art. 468]
You *mistake* in thinking this.	*are mistaken*
I desire that he *will* win.	*should* win. [Art. 244, Note (*c*)]
He speaks as if he *knows* everything.	*knew*
I am anxious that he *will* recover.	*should* [Art. 244, Note (*c*)]
He need not *to go.*	omit *to.*
I need *go* there.	*to go*
You do not need *go* there	*to go*
I saw a dead ox walking there.	While walking there I saw a dead ox. [Art. 220]
Writing a letter it was posted.	Writing a letter *I* (or *he*) posted it.
A house *is capable of being built* here.	*could be built*
We left Calcutta on Sunday *reaching* Benaras the next day.	We left Calcutta on Sunday and *reached* Benaras the next day.
Alarmed by his temperature, a car was sent for the doctor.	Alarmed ... temperature, *we sent* a car for the doctor.
Lying in bed, an idea occurred to me.	*As I was lying* in bed ... etc.
Being a rainy day, we did not go out for a walk.	*It* being
I asked him to *regularly take exercise.*	*to take exercise regularly*
The old machines *are substituted* by new ones.	*are replaced by* (or *with*) new ones, or, New machines *are substituted for* the old.

Incorrect	*Correct*
Arriving late at the bus stop the bus went off without me. [The bus did not arrive late]	*Arriving late at the bus stop,* I missed the bus.
Seeing that the hour was late, *it was decided* to postpone the committee vote. (1)	.....was late, *the committee decided* to postpone.....
Unaccustomed to getting up early, it was difficult for him to go to work on time. (2)	.....getting up early, *he found it difficult*.....

Note

(1) & (2) — An introductory verbal modifier should be directly followed by the noun or pronoun which it modifies. Such a modifier will start with a gerund or participial phrase and be followed by a comma.

ADVERBS

(509) Adverbs omitted :

As I awoke the thief *ran.*	*ran out* or *away.*
I do not know to dance.	*how* to dance.
[1]He is regarded a fool.	*as* a fool.
Don't spend more than you can *help.*	you *cannot* help. (or you *need* or *must* or *are obliged to*).
They *drove* the enemy.	*drove out*
[2]He prefers to walk *than* to ride.	*rather than* to ride ; or, He prefers *walking* to *riding.*

(510) Adverbs inserted :

He was cowed *down* by threat.	omit *down.*
I cannot *continue* it *any longer.*	*continue* it. (1)
The boy was named *as* Raja by his parents	omit *as. Cf.* He has been *named as* the next president of the club.
I shall try *as best as* I can.	*as best* I can. [Art. 346 (c)]
You are *kindly requested* to reply sharp.	You are requested to reply sharp *kindly.* (2)
He is *comparatively* better today.	*is better,* or *comparatively well* [Art. 87(*e*) Note]
He was elected *as* chairman.	drop *as.*
He was appointed *as* Headmaster.	drop *as.*
He was called *as* Asoke the Great.[3]	drop *as.*
I considered him *as* my brother.[3]	drop *as* ; or, regarded him *as*

[1]*As* is not used after *verb of naming,* such as *call, term, consider, style, name, entitle* : but it is used after *verbs of describing* such as, *represent, define, mention, regard, characterise.* But see footnote next page for *consider.*

[2]"*Prefer* followed by simple *than* (not *rather than*) is not allowable."—*A.B.C. of English usage. "Prefer than* without *rather* is not English"—*MEU.*

[3]See footnote, above. But the Secretary, Clarendon Press, Oxford, wrote to the present author : "I think MEU is being too strict in condemning 'consider as a fool'. The idiom has now become so common as to be more or less acceptable." *A.B.C. of Eng. Usage* also writes, 'may be considered also *as* a sub. adj. clause' in p. 248.

Incorrect	*Correct*
We are united *together.*	drop *together.*

Note

(1) *Any longer* is superfluous.

(2) *Kindly requested* implies kindness on the part of the person making the request, but the speaker evidently asks for it of the person *spoken to.*

(511) Miscellaneous :

The stone is *very* hard to be broken.	*too* hard
I am *too* glad to see you.	*very* glad
This is *somewhat* true.	*partly*
I am *quite* sorry to learn this.	*very*
The boys went *by and by.*	*one by one* (1)
He became a district magistrate *by and by.*	*in course of time.* (1)
There is some doubt *as to* whether he will go.	omit *as to.*
Will you go there? *Of course,* I shall.	*Certainly* (2)
Do not stop on the way but go home *directly.*	*direct.* (3)
I hit him *hardly.*	*hard*
The medicine is distributed *freely.*	*free* (4)
I told him the story *in details.*	*in detail*
He had his bath, ate his breakfast and *after all* went to school.	*then,* or *at last* (5)
I have been ill *long since.*	*for a long time.*
He did it *long before.*	*long ago,* or *long since.*
He met me two days *before.*	*ago.*
I have not heard from him *long since.*	*for a long time* : or *It is long since* I heard from him.
It is ten years *ago since* they left this place.	ten years *ago that*..... or, ten years *since* they.....
I *seldom or ever* find them quarrelling.	*seldom or never* [Art. 271]
I could not arrive there *timely.*	*in time* (6).
The subject has been *masterly* treated.	*in a masterly way.* (6)
He behaved *gentlemanly.*	*in a gentlemanly manner.* (6)
He acted *cowardly.*	*like a coward,* or, *in a cowardly manner.* (6)
I *never* remember to have seen him.	I *do not* remember *having ever* seen him.

Incorrect	*Correct*
What do you prefer *most* ?	omit *most*. (7)
He was *so coward* that he did not help his friend.	*such a* coward (or *so cowardly*) (8)
He *is suffering* from fever *since* a week.	*has been* suffering from fever *for* a week.
Hurry up, *else* you will miss the train.	*or* (or, *or else*) you will miss the train. [Art. 269(*b*)]
Let us sit down *for awhile*.	sit down *for a while* or sit down *awhile*. (9)
They had a *real* good time.	*really* (10)
You cannot succeed *other than* by hard work.	*except* (or, *otherwise than*) (11)
He does his work *very good*.	*very well* (or, does *very good* work).
He is at *the same* class *with* me.	*same* class *as* I *am*. (12)
Mr Sen is the person who is *mostly* to blame.	*most* (13) is a adverb and also adjective
The letter is written *partially in* French and *partially* in English.	*partly* in French and *partly* in English.
It is raining ; please stay *indoor*.	*indoors*. (14) indoor is a adjective.
There is some doubt *as to* whether he will go.	omit *as to* (15)
I doubt *that* he will come.	*if* or *whether* he will come. (15)

Note

(1) *By and by* = *shortly, in a short time,* and not *gradually* or *after a series of intervals.*

(2) *Of course* should never be used except to denote a *natural* or *inevitable consequence* ; as—Does not the earth move round the sun ? *Of course,* it does.

(3) *Directly* = immediately ; *direct* = straight.

(4) *Freely* = *liberally,* (and *not 'without* any *charge'*)

(5) *After all* = in spite of all that has gone before to the *contrary.* It should never be used of a *natural* consequence.

(6) *Timely, masterly, cowardly, gentlemanly* are all *adjectives,* — not adverbs. But Chambers uses the first three as adverbs also.

(7) *Prefer* has a comparative sense : hence it cannot have *more* or *most.*

(8) *Coward* is *noun* and cannot be preceded by adverb *so.* Instead, we can use *such a. So* can be retained if it is followed by the adjective *cowardly* (not adverb).

(9) *Awhile* is an adverb meaning *for a short time.* It should not be confused with *a while* where *while* is a noun meaning *period of time.*

(10) *Real* is an adjective. The adverbial *really* is required to describe the adjective *good.*

(11) *Other than* is adjectival and not adverbial.

(12) *The same* is followed by *as,* not *with.*

(13) "The normal adverb of degree is *most*..... *Mostly* means '*for* the most part though not entirely' : His stories were *mostly* about his travels in foreign parts". — *Wood.*

(14) *Indoor* is adjective : *indoor* games, *indoor* serial. *Indoors* is adverb ; to go *indoors.*

(15) In affirmative sentences, the verb *doubt* is followed by *whether* or *if* ; but in negative sentences, it is followed by *that.* As, I *doubt if* of *whether* he will go there. I do *not doubt* that he will pass.

PREPOSITIONS

(512) Prepositions omitted :

Incorrect	*Correct*
We dispensed his services.	dispensed *with*
I pray God.	pray *to*
I shall compensate you the loss.	you *for* the loss.
I shall compensate the *loss to you.*	*make good* the *loss to you.*
He is suffering fever.	suffering *from*
He meditates the past life.	meditates *upon*[1]
I informed him the matter.	informed him *of* the matter.
He refers me in the letter.	refers *to* me
Attend your work	Attend *to*
Open page 50.	Open *at*
I believe God.	believe *in*
He has partaken refreshments.	partaken *of*
How are you going with your studies ?	going *on*
He is musing the past.	musing *upon* ,
He availed the opportunity	*availed himself of* the opportunity
Your conduct admits no excuse	admits *of*
The prize was hotly competed	competed *for*
I confess some suspicion in my mind.	confess *to*
He tyrannised the people	tyrannised *over*
Do not boast your money.	boast *of*
He complied my request	complied *with*
I cannot conceive such cruelty.	conceive *of*
I begged him a favour.	him *for* a favour

(513) Prepositions inserted :

I regret *at* the delay.	omit *at.*
He resembles *to* his father.	omit *to.*
This violates *against* the rule.	omit *against.*
Recommend *for* me to him.	omit *for.*
[2]Investigate *into* the matter.	omit *into.*

[1] *See footnote on page 186.*

[2] Chambers uses *investigate* as an intransitive verb also.

Incorrect	*Correct*
Let us discuss *about* the matter.	omit *about.*
He opposed *against* us.	omit *against.*
He tried *with* heart and soul.	omit *with.*
He mediates *upon* going.	omit *upon.*
He ordered *for* my dismissal.	omit *for.*
They ascended *on* or *up* the hill.	omit *on,up.*
The family comprises *of* ten members.	omit *of.*
He picked *up* a quarrel with me.	omit *up.*
He pocketed *up* the insult.	omit *up.*
This feeling pervades *through* the country.	omit *through.*
He resigned *from* the post.	omit *from.*
This does not answer *to* my purpose.	omit *to.*
I shall combat *with* your views.	omit *with.*
I emphasised (or, stressed) *on* the point.	omit *on,* or, *put emphasis* (or, *stress*) *on.*
He left the place *with* bag and baggage.	omit *with.*
We reached *in* or *to* Calcutta safely.	omit *in, to.*
He could not cope *up with* the heavy work.	omit *up*
He ordered *for* a cup of tea.	omit *for*
He met *with* us there.	omit *with*[1].
He entered *in* the house.	omit *in*
We have a culture *of* which we are proud *of.*	a culture we are produd *of,* or, a culture *of* which we are proud.

(514) Misuse of Prepositions :

It was substitued *by* another. (Reject 'by')	Another was *substituted for* it, or, It was *replaced by* or *with* another.
He is absent *at* the meeting.	*from*
He is confined *in* bed	*to*
Cats live *by* milk	*on*
He is *in* that committee.	*on*
There is no remedy *of* this.	*for* (see under "Appropriate Prepositions").

[1]But, he met *with* an accident.

Incorrect	*Correct*
He is good *in* mathematics.	*at*
He reads English *to* or *near* me.	*with*
I told him this *in* or *at* his face.	*to* his face.
Write *with* ink.	*in* ink
He gave me a cheque *of* Rs. 500.00	*for*
He presented a bill *of* Rs. 200.00	*for*
He passed *as* a nice man there.	*for*
There is no end *of* troubles.	*to*
This is the reason *of* his downfall.	*for*
He listened to the news *by* the radio.	*on*
He was invited *at* the meeting.	*to*
I went to his house to enquire *of* him.	*after* (1)
It is the most expensive car *of* the world.	*in*
We did not arrive *at* time.	*in* or *on* time
He stares me *at* the face.	*in*
I am tired *with* this work.	*of* this work
Arrange the subject matter *into* three heads.	*under*
He ate his meals *in* a brass plate.	*from*
Flour is made *of* wheat.	*from*
I devoted the time *in* reading.	*to*
He was appointed *in* that post.	*to*
What is the time *in* your watch ?	*by*
The chair is made *from* wood.	*of*
He has been here *since* many years.	*for*
He has an eye *for* his profit.	*to*
I shall inform *this to him.*	inform *him of this.*
I sat *under* the feet of a great teacher.	*at*
Is there no solution *out of* the difficulty ?	*to,* or *of* or *for* (COD).
I left my book *to* or *near* him.	*with*
He has a ring *in* his finger.	*on*
Do not jump *at* a conclusion.	*to*
He jumped *to* the offer of help.	*at*
Due to the accident, he could not go.	*Owing to* [Art. 346(*d*)]

Incorrect	*Correct*
He spent his all *for* this house.	*on*
The post is *under* or *in* my disposal.	*at*
You should not lose sight *from* the fact.	*of*
What is the reason *of* his sudden outburst ?	*for*
His knowledge *in* English is poor.	*of*
He started *for* his journey.	started *on*
Call *into* question.	Call *in* question
He said this *in front of* the Headmaster.	*in the presence of*
I could not go *for* illness.	*on account of*
I could not attend office *due to* illness.	*owing to* illness.
The boy is only eight, and *in* that age he needs care.	*at*
She is a teacher *of* a high school.	*in*
He did it *on* his own accord.	*of his* own accord.
You must do it *before* a week.	*within* (2)
You must do it *within* the 7th.	*before* or *by* (2)
It is a quarter *before* five	*to*
I am interested *about* the matter.	*in*
It is difficult *to* me.	*for*
The examination will begin *from* 2nd March.	*on*
The family is composed *with* ten members.	*of*
You may buy two apples *by* a rupee.	*for* a rupee.
The child was run *upon* by a car.	*over*
The policeman took the patient *at* the nearest hopsital.	*to*
He has an account *on* that bank.	*at* or *with*
They departed *to* Tokyo.	*for*
The train is running *in* time.	*to*
They went to Delhi *for* business.	*on*
He is senior/junior *than* me.	senior/junior *to* me.
He is superior/inferior *than* me in all respects.	superior/inferior *to* me.
I prefer Ram *than* Shyam.	Ram *to* Shyam.
I shall look *after* the matter.	*into*

Incorrect	*Correct*
I congratulated him *for* his success.	*on*
Sri Lanka is *in* the south of India.	*to* (3)
He was born *from* rich parents.	*of*
I have no work *on* hand now.	*in*
He lectured *about* pollution control.	*on*
I caught him *in* the neck.	*by*
The boys were joking *to* each other.	*with*
He, *on* his part, will say nothing.	*for*
He is not *in* good terms with his brother.	*on*
He comes *from* a rich family.	*of*
He has been ill *since* ten days.	*for* the last ten days.
They went to Delhi a month *before*.	a month *ago*.
She has been absent *from* Sunday last.	*since* Sunday last.
The office will be closed *after* a few days.	*in* a few days.
He has been ill *since* childhood.	*from* childhood.
You have been suffering *since* two months.	*for* two months.
She *is* suffering *from* Sunday last.	*has been* suffering *since* Sunday last.
He begged this dress *from* me.	*of*
The speaker talked *about* the subject of national planning.	*on*
This is a task *for* which he is unequal.	*to* which he is etc.
At one's own initiative	*on* or *of* one's etc. (MEU)
He rested for some time *between each* stroke.	*after* each stroke ; or *between* the strokes ; or *between every* stroke and the next. (4)
Distinguish *between* each of the following pairs of words.	*between* the words in each of the following pairs (4)
The house stood *between* the junction of the two streams.	*at* the junction of etc. ; or *between* the two streams. (4)
I shall be there *between* four *to* five o'clock.	*between* four *and* five o'clock
He took the initiative *of* doing it.	*in doing* it (MEU)
It is a quarter *after* five.	*past*
I live *with* Rs. 400 a month.	*on*

Incorrect	*Correct*
What for did you do it ?	*What* did you do it *for* ? (5) [Art.486]
He walks *with* a speed of five miles an hour.	*at* a speed
Ram was married *with* Sita.	*to* Sita
The train stops *on* all stations.	*at*
There is a lane with houses *in* each side.	*on* (6)
He went there *by* horse.	*on a* (7)

Note

(1) *Enquire of*—ask a person himself. I enquired of him = asked him, not *after* or *about* him.

(2) *Within* refers to a period of time ; *by* or *before* refers to a point of time.

(3) *In the south of* means inside the southern part of. *To the south of* means outside and in a southernly direction from.

(4) *Between* must not govern a singular noun or a single expression in which a distributive pronoun *each, every* is treated as a plural—*MEU. A.B.C. of English Usage.* 'The formula for *between* when it is not followed by an actual plural is between 'x and y'; no conjunction other than *and* is permissible" —*Good English* by G.H.Vallins.

(5) In such sentences *for* is always used at the end of the sentence.

(6) *In* would mean that the houses were *inside* the lane.

(7) But *by train, by plane, by bus.*

(515) Conjunctions :

He got a pension *till* his life.	*for life,* or *till* his *death*
He called me *as* a fool.	*a fool*
Unless you do *not* work hard you will fail.	*If* you do *not* work hard, (or *unless* you *work* hard) [Art. 345]
Wait *until* I do *not* return.	Wait *until* I return. [Art. 345]
We had better go home than *to* wait.	go home *rather than wait.*
When you are guilty, you must suffer.	*As,* or *since*
Work hard *lest* you do *not* fail.	*lest you should fail.* [Art. 292(c), Note (i)]
It was not long *until* he came.	*before* he came.
He gave me two thousand, five hundred ten rupees.	--- gave me two thousand, five hundred *and* ten rupees. [Art. 346(*l*)]
[1]Please tell me your new address, *also* your telephone number.	*and also* your or *and your* telephone number.
I doubt *that* he will come.	doubt *if* or *whether* he [Art. 346(e)]
I have *no doubt if* he will come.	no doubt *that* he will come.
Supposing if he comes here, what will he do ?	*Suppose* he comes here-----.

[1]*Also* is not a conjunction.

Incorrect	*Correct*
You have to choose between Ram *or* Shyam	*Ram* and *Shyam*
I shall *either* say this to him *or* his friend.	I shall say this *either* to him *or* to his friend. [Art. 489]
Madras is *as* big, if not bigger than, Bangalore	*as* big *as,* if not bigger than, Bangalore
There was no *other* way open *but* to go.	*than* to go
I went with them *in order that* they *behave* themselves.	*in order that* (or, *so that*) they *should* behave themselves. [Art. 292(c), Note (ii)]
He is *more* polite, but not *so* intelligent *as* his brother.	He is more polite *than,* but not *so* intelligent *as,* his brother
The man was walking *fastly* lest he does not miss the train.	*fast,* lest he *should* miss
He is not *so* wise *what* he thinks.	*so* wise *as*
The teacher, as well as his students, *all* left for the trip.	omit *all*
He is not *so* strong *like you.*	*so* strong *as* you.
More than three times *as* many people came *than* had been expected.	*as* had been expected.
Meet me between three *or* five.	between three *and* five.
The choice is between glorious death *or* shameful life.	*and*
He *not only* met me *but also* my brother.	He met *not only* me *but also* my brother. [Art. 489]
Although he came, *but* I did not see him.	omit *but* (1)
It is necessary that you *go* there.	you *should go* there.
He is not *so* ill *as* he could not walk.	*that* he could not walk.
He was afraid *lest* he *would not pass.*	*lest he should fail.* [Art. 292(c), Note (i)]

Note

(1) Use either *although* or *but,* but not both at the sane time.

516 Incongruous construction (from an attempt to make one word do the work of two). [See Arts. 484, 485, 487]:

My watch is *inferior* and less costly *than yours.* { (i) inferior *to,* and less costly *than,* yours; (ii) inferior to *yours* and less costly.

Incorrect	*Correct*
He was *appointed* and dismissed *from* the post on the same day.	(i) appointed *to* etc. (ii) appointed *to* the post and dismissed *from it* etc.
He was offered the post and *accepted it.*	and *he* accepted it (or, it *was accepted* by him).
I have not *seen* him act or *sing.*	or *heard* him sing.
Many *were* delighted and everyone contented.	everyone *was* contented
He *came* and returned *to* Japan.	came *from* and returned *to*
He is more polite but not so kind-hearted *as* his brother.	more polite *than,* but not so kind-hearted *as,* his brother.

(517) Confusion of constructions :

In the following examples the *first two forms are correct* and the third is an incorrect mixture of these two :

(1) { He is a boy of *three years of age.*
He is a boy *three years old.*
He is a boy *of three years old*[1].

(2) { He died when he was *thirty years old.*
He died *at thirty years of age.*
He died *at thirty years old*[1].

(3) { Mangoes *of this kind are* sweet
This kind of mangoes *is* sweet
This kind of mangoes *are* sweet

(4) { He prevented *us from* going.
He prevented *our* going.
He prevented *us* going.

(5) { He *got the better of* his enemy.
He *got the upper hand of* his enemy. — *MEU* under *hand*
He *got the better hand of* his enemy.

(6) { I have studied him *at close quarters.*
I have studied him *close at hand.* — *MEU* under *close*
I have studied him *at close hand.* — Close at hand - ভালো

(7) { You must *keep abreast of* the times.
You must *keep pace with* the times.
You must *keep abreast with* the times.[2]

(8) { Ram *as well as* Shyam *was* there.
Both Ram *and* Shyam *were* there
Both Ram *as well as* Shyam *was* there.

---

[1]But these are used by many good writers and are given in *COD* under *of* (6) and *old* (3). *MEU* writes, "They are recognised idioms."

[2]But *abreast with* is used by many good writers and given in *POD, COD.*

(9) How does he *maintain himself*?
How does he *maintain his livelihood*?
How does he *obtain his livelihood*?

(10) *Learn* or say this *by heart*.
Quote this *from memory*.
Learn this *by memory*; or *Quote* this *by* or *from heart*.

(11) I could not *help* laughing.
I could not *but laugh*.
I could not *help but* laugh.

(12) What is the distance *between the two posts*?
What is the distance *between one post and the next*?
What is the distance *between each post*?
} *MEU* under *between*

(13) He has to *give way to* a better man.
He has to *make way for* a better man.
He has to *give way for* a better man.

(14) The committee *consists* (or *is composed*) *of* five members.
The committee *comprises* five members.
The committee *is comprised of* five members.

(15) Five members *constitute* the committee.
The committee *comprises* five members.
Five members *comprise* the committee.

(16) His example *inspired* (or *infused*) us *with* courage.
His example *infused* (or *instilled*) courage *into* us.
His example *infused* (or *instilled*) us *with* courage.

(17) He wrote *to me*.
He wrote *me a* letter.
He wrote me. [Art. 346(g)]

(18) This *news is too good* to be true.
This is a *news too good* to be true.
This is *too good news* to be true.

(19) He is as strong *as I am*.
He is strong *like me*.
He is strong *like I am*.

(20) He *rose to* the occasion.
He *was equal to* the occasion.
He *rose equal to* the occasion.
} *MEU* under *rise*.

(21) Men came there by *the hundred*.
Men came there by *hundreds*.
Men came there by *the hundreds*.
} *MEU* under *the*

(22) A is a *better* man *than* B.
Of the two A is *the better* man.
A is *the better* man than *B*.
} *MEU* (pp. 644)

(23) He did it *of his own accord.*
He did it *on his own account.*
He did it *of his own account.*
} *MEU* under *account, accord.*

(24) The *cause* of the trouble *is* his rudeness.
The *trouble is due to* his rudeness.
The cause of the trouble is *due to* his rudeness.

(25) I gave him *credit for* doing it.
I gave him *the credit of* doing it.
I gave him *the credit for* doing it.
} When 'the' is put before 'credit', use *of* instead of *for* (McMordie).

(26) There is no *other alternative than* termination.
There is no alternative *but* termination.
There is no *other* alternative *but* termination.

(27) I *have the* pleasure *of doing* it.
It is *my pleasure to do* it.
I have the *pleasure to do* it.
} *MEU* under *pleasure.*

(28) *Comparatively few* men were present.
A *comparative few* men were present.
A *comparatively few* men were present.
} *MEU* under *few.*

(29) I have an *interest* in doing it.
I have a *motive in* doing it.
I have a *motive for* doing it.
} *MEU* under *motive*

(30) *In future* the boy *will be* a great scholar.
In course of time the boy *became* a great scholar.
In future the boy *became* a great scholar.

(31) The report was attributed *to* me
The report was fathered *on* me.
The report was fathered *on to* me.

(32) I took the *opportunity of visiting* him.
I took *advantage of his presence* to visit him.
I took the *opportunity of his presence* to visit him.

Note

"*Opportunity* is followed by *of* and gerund, not by *of* and *noun,* which construction belongs to *advantage*"—*A.B.C. of Eng. Usage.*

(33) He *refuses to do* the work.
He *objects to doing* the work.
He *objects to do* the work.
} *MEU*

(34) He *treated* us *to* a meal.
He *entertained* us *at* a meal.
He *entertained* us *to* a meal.
} *MEU*

(35) They will *tend our needs.*
They will *attend to our needs.*
They will *tend to our needs.*
} *MEU* under *tend.*

(36) He wrote to *whoever* invited him.
He wrote to *whomever* he invited.
He wrote to *whomever* invited him.

(37) I am *as* interested in this *as* you.
I am interested in this *equally with* you.
I am interested in this *equally as* you.

(38) The *reason* he was absent was *that* he fell ill.
He could not come *because* he fell ill.
The *reason* he could not come was *because* he fell ill. } [Art. 292(b), Note (ii)]

(39) I haven't seen the picture and *she hasn't either.*
I haven't seen the picture and *neither has she.*
I haven't seen the picture and *she hasn't neither.*

(40) This newspaper has the *largest* circulation *of all* the morning papers.
This newspaper has a *larger* circulation *than any other* morning paper.
This newspaper has the largest circulation *of any* other morning paper (or, *of all other* morning papers.)

(41) He is a man *who* I know *is* honest.
He is a man *whom* I know *to be* honest.
He is a man *whom* I know *is* honest.

(42) *After the match was over,* I returned home.
The match being over, I returned home.
After the match being over, I returned home.

518 Repetition of the same idea in different words :

Incorrect : This is *equally as good as that.*

Correct : These two are *equally good.*
This is *as good as that.*

Note

"Do not let *as* intrude between *equally* and the word it qualifies. Not *equally as good,* but *equally good*"— *The Complete Plain Words* by Sir Ernest Gowers.

Incorrect : He tried *in vain, but* he could not do it.

Correct : He tried, *but* he could not do it.
He tried *in vain* to do it.

Incorrect : He went there *walking on foot.*

Correct : He went there *on foot.*
He went there *walking.*

Incorrect : That is the place *from whence* he came.

Correct : That is the place *whence* he came.
That is the place *from where* he came.

Incorrect : That is the *cause why* I don't go there.

Correct : That is the *cause of* my not going there.
That is the *reason why* I don't go there.

Incorrect : A crowd of boys *thronged* into my room.

Correct : { A *crowd* of boys *came* into my room.
A *number of boys thronged* into my room.

Incorrect : [1]This is a *new discovery* to me.

Correct : { This is a *discovery* to me.
This is a *new thing* to me.

Incorrect : I have come to a *final conclusion*.

Correct : { I have come to a *conclusion*.
I have come to a *final decision*.

Incorrect : Here is the book *of that* I told you.

Correct : { Here is the book *of which* I told you.
Here is the book (that) I *told you of*.

Incorrect : I am in *entire* charge of *the whole* work.

Correct : { I am in *entire* charge of the work.
I am in *charge* of the *whole* work.

Incorrect : He is a *universal* favourite *of all*.

Correct : { He is a *universal* favourite.
He is a *favourite of all*.

Incorrect : He has the *entire monopoly* of the trade.

Correct : He has a *monopoly* of the trade.

Incorrect : He returned *back* to his village.

Correct : He *returned* (or, *came back*) to his village.

Incorrect : It has played *an important factor* in the matter.

Correct : { It has *played an important part* in the matter.
It *has been an important factor* in the matter.

Incorrect : It is *quite all right*.

Correct : { It is *quite right*. *MEU* under *quite*.
It is *all right*.

Incorrect : The activities of the club were *limited only to* games and sports.

Correct : The activities of the club were *limited to* (or, were *directed only* to) games and sports. (MEU, under *tautology*)

Incorrect : Women are on the *same equality with* men in this respect.

Correct : Women are *in the same position as*, or, *on an equality with*, men etc.

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[1]But "this is *his new discovery*" is correct. It means the had made other discoveries before.

Incorrect : He is *comparatively better* today.

Correct : { He is *comparatively well* today.
He is *better* today.

Incorrect : The licence was *renewed* again.

Correct : { The licence was *renewed.*(1)
The licence was given *again.*

Incorrect : Your dress is the *same like* mine.

Correct : { Your dress is *like* mine.
Your dress is the *same as* mine.

Note

(1) Similarly with any other verbs which contain the notion of *again* within itself, e.g., *repeat, reconsider, recur, revive, reprint, reproduce,* etc.

(519) **Malapropism** or confusion between words (similar to Mrs. Malaprop's in *The Rivals* by Sheridan).

Incorrect	*Correct*
It has only a *vocal application.*	*local*
I support your *polity.*	*policy* or *politics*
He is a man of *unexceptional* character.	*unexceptionable*
He writes in a *verbal style.*	*verbose*
He *portends* ignorance.	*pretends*
He is *respectively* connected.	*respectably*

(520) **Order :** (See Art. 489)

He is *not strong* in English but in Mathematics.	is *strong, not* in English, but *in* Mathematics.
He *not only helped* me *but also my* brother.	He *helped not only me but also* etc.
I *not only* found him alive, *but also* cheerful.	I found him *not only* alive *but also* cheerful.
Some countries have no sea port, *such as* Nepal.	some countries, *such as Nepal*
I did it *both for* you and him.	{ (i) *for both* you and him[1] (ii) *both for* you and *for* him.
You *neither* helped me *nor* him.	You *helped* neither me etc.
Either he did not know or lied.	He *either* did not etc.
Either this is true or, false.	This is *either* true etc.
The climate of India is hotter *than* England.	hotter *than that of* England.

[1]See footnote in page 295.

Incorrect	*Correct*
I gave *a doll* to the girl *whose head was off.*	I gave to the girl *a doll whose head was off.*
His knowledge of English is *as* good if not better than yours.	(i) *is as good as yours, if* not better. or, (ii) as good as, if not better than yours.
I exactly do not know.	I do not know exactly. I do not exactly know.
He doesn't *appear to be able to* understant it.[1]	appears to be *unable* (or, *not to be able*) to understand it.
I want to *go home back.*	I want to go back home.
I was *rather* helped by him than his brother.	I was helped *rather* by etc.
This should *only* be used by you.	should be used *only by you,* or used by you *only.*
It is in the *last but one page.*	in the *last page but one.*
The *last but three boys.*	The *last boy but three.*
I ask *your favour of doing* this.	*the favour of your doing* this.
He *enquired about your state of* health.	about *the state of your* health.
I saw a dead cow walking across the field. (Art. 220).	Walking across the field I saw a dead cow.
He shot himself after reaching home *with a gun.*	He shot himself *with a gun* after reaching home.
Wanted for a baby a nurse *three months old.*	Wanted a nurse for a *baby three months old.*
Wanted *for a lady a piano* sailing for England.	Wanted a *piano for a lady* sailing for England.
I eat *when* only I am hungry.	only *when*
Their applications who are graduates will be considered.	Applications of those who are graduates will be considered.
[2]Please speak to the *concerned clerk.*	*clerk concerned.*
They wanted *quickly to go home.*	to *go home quickly.*
Not only he was a thief, but he was also a murderer.	Not only was he a thief, *but he* was *also* a murderer. He was *not only* a thief *but also* a murderer.

[1]It is the *ability,* not the *appearing,* which is lacking.

[2]When *concerned* precedes the noun, it means *'worried'*. When it follows it, it means *'who is concerned* (with that business)', 'who deals with that business'—Hill.

Incorrect	*Correct*
Neither it is good, *nor* it is bad.	*Neither* is it good, *nor* is it bad. It is *neither* good *nor* bad.
He *both offended* him and his brother.	He *offended both* him and his brother.
Exercise is good *both for* body and mind.	is good *for both* body and mind. is good *both for* body *and for* mind.
This house is *not advertised* for sale but for hire.	is *advertised not* for sale but for hire.

521 In Idiom :

Washed in tears	*bathed* in tears
His fate *shook* in the balance.	*trembled* in the balance
He *pelted* stones at the frogs.	*pelted* the frogs with stones
From the frying pan *to* the fire.	*Out of* the frying pan *into*
Many a time and *often*	Many a time and *oft*
To lie *fully* stretched	To lie stretched *at full length*
To *bring to the bay*	To *bring to bay*
I *care not a straw* for him.	I *do not care a straw* etc.
[1]I shook *his hand.*	I *shook him by the hand.* I *shook hands with him.*
Put *to* prison.	Put *in prison* Sent *to* prison
Cutting jokes	*Making* jokes *Cracking* jokes.
To *cut* one's nose to spite one's face.	To *cut off* one's etc.
He is good in *health.*	*in good health.*
To turn over a new *page*	To turn over a new *leaf*
He *took his heart* at this.	He *took heart* at this.
[2]I am *thick and thin* with him.	*thick* or *very intimate* with him
I turned *every stone.*	I *left no stone unturned.*
Copy this *word by word.*	*word for word*
To kill two birds *in* (or, *at one stone.*	To kill two birds *with one* stone.

[1] But to *shake one's* hand is used by many good writers.

[2] Through thick and thin = through all difficulties. He stood by me *through thick and thin.* But "He is my thick and thin friend" (= so intimate a friend that he is prepared to go through all obstacles for me).

Incorrect	*Correct*
He *took his birth* in 1780.	*was born* in 1780.
To *give* dust *into one's* eyes.	To *throw* dust *in one's* eyes.
Starvation *stares at my face.*	Starvation *stares me in the* face.
Set *at freedom*	Set *free,* or, *at liberty*
[1]He earns his bread *with* the sweat of his brow.	*in* or *by* the sweat etc. (*COD*).
Don't let this escape your *mouth* or *tongue.*	escape your *lips*
He drank lemonade *at his heart's content.*	*to his heart's content.*
The troubles and disturbances were due to mismanagement *on behalf of the organisers.*	*on the part of* etc.
More you think of it the worse it becomes.	*The* more you etc.
Figures and facts	Facts and figures
This excuse *will hold no water.*	This excuse *will not hold water.*
To *be at the door of death*	To be *at death's door*
Lightning and thunder	Thunder and lightning.
Last but not *the* least came Amal.	omit *the*

(522) Particularlarisation of use :

Last evening or night or week or month,—but not *last* morning, day or afternoon. (*COD*).

Fast *enemies*	*Fast friends*[2]
Addicated to a *good* habit	*Addicated* to *a bad* habit.
Finally, you have got it !	*At last* you have got it !
Devoted to a *bad* habit.	*Devoted* to *a good habit.*
Abide by *good* consequences.	*Abide* by *evil* consequences.
Prone to diligence etc.	Prone to *a vice* or *weakness* like idleness etc.
I broke the news to him (said of a *good news*).	I broke the news to him (said of a *bad news*).

[1]Fowler remarks that *brow* is here a misquotation for *face. But* COD gives both *brow* and *face.*

[2]But COD has *sworn friends, brothers,* etc. and also *enemies.*

Sack- পদচ্যুত করা/লুটিপাটি করা/থলে বা বস্তা/বিছানা ।
(noun)

Incorrect	*Correct*
This bodes *good.*	This bodes *ill* or *no good.*[1]
A *bevy* of *gentlemen*	A bevy of *ladies*
Livelong *week, month*	Livelong *day* or *night*
Water *tomb* or *burial*	Watery *grave*
The child was left *in charge of a servant*	*in the charge of*[2]
Best friend	*Bosom* friend
Drawn *fight* or *combat*	Drawn *battle* or *game*
Lofty talk	*Tall* talk
Condign *reward* etc.	Condign *punishment* etc.
Glaring *truth* etc.	Glaring *error* etc.
Utter or sheer *wisdom* etc.	Utter or sheer *folly* etc.
Straight *combat,* single *fight*	Straight *fight,* single *combat*

523 Errors in parallel construction :

The film was interesting, exciting, and *it was made well.*	..... and *well made.*
He died unloved, unknown, *and without any money.*	..... *and penniless.*
The purpose of coming here is to see you and *collecting donation.*	..... and *to collect donation,* or, *The purpose of coming here is seeing you and collecting donation.*
He was popular because of his sense of humour, his intelligence, and *he could get along with people.*	..... and *his ability to get along with people,* or, He was popular because he *had a sense of humour, was intelligent,* and *could get along with people.*

Note

In sentences containing a series of two or more items, same form has to be used for all the items in the series. There should be no *mixing* of infinitives with gerunds, adjectives with participial phrases, or verbs with nouns.

EXAMPLES WORKED OUT

A. *Correct the following :*

1. (*a*) The matter was informed to him. (*b*) He spoke a lie and said me a liar. (*c*) I wish I was dead. (*d*) He caught me in the neck. (*e*) I asked him that why is he so angry upon me. (*f*) The English is very easier to learn than the language of French. (*g*) Honesty is more superior than riches. (*h*) The reason of my silence is due to my illness.

2. (*a*) Even such a strong man like him cannot lift the box. (*b*) He investigated into the case, but did not succeed to catch the thief. (*c*) Such men that are idle can never

[1]But COD has "*bode* : promise *well or ill.*"

[2]*In charge of* here means the child was looking after the servant.